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ABSTRACT

The volume is designed to provide Florida's school districts with recommendations and suggestions for the development, management, and evaluation of programs for the emotionally handicapped. Thirteen sections cover the following areas: definition, criteria for eligibility, procedures for screening, procedures for referral, procedures for evaluation, procedures for determining eligibility and placement, procedures for developing an educational plan, procedures for dismissal or reassignment, program organization and facilities, transportation, teacher requirements and competencies, instructional program, supportive services, inservice education, parent involvement, program evaluation, and selected readings. Appended are sample forms, checklists, and rating scales. (SBH)

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

VOLUME II-E: EMOTIONALLY HANDICAPPED

REVISED EDITION
January 1978

Bureau of Education for Exceptional Students

Division of Public Schools

Florida Department of Education
Ralph D. Turlington, Commissioner
Tallahassee, Florida

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carey E. Ferrell, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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FOREWORD

Through the provision of state funds by legislative action, the people of Florida have indicated their desire to meet the special education needs of exceptional students. The Florida Department of Education is ready to cooperate with parents, teachers, school administrators, other agencies and interested citizens in an effort to establish instructional programs for exceptional students as the local community may need.

The right of an exceptional student to a free public education must be fully implemented. This Resource Manual should assist local school systems in developing appropriate procedures to provide those special arrangements which will enable the exceptional student to make greater progress toward optimal growth and development.

It is hoped that this Resource Manual will help bring clarity and direction to educational planning for exceptional students in Florida and be broad enough in scope for the varying needs of the individual and the community.

Carey E. Ferrell, Director
Division of Public Schools

January 5, 1978

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INTRODUCTION

The program of educational services for the emotionally handicapped within the State of Florida, has grown from 109 teachers serving 1,882 students in 1968-69 to 649 teachers serving 9,042 students in 1975-76. Most of the major services in the past were within the larger school systems of the state, with only a few middle sized districts attempting educational programming for the emotionally handicapped. With the rapid growth of programs for the emotionally handicapped, a need was expressed for consistent direction in the development of comprehensive programming in the 67 school districts.

In 1975, a state steering committee was appointed to give direction to the Bureau of Education for Exceptional Students in the development of consistent and comprehensive programming for emotionally handicapped students. The first main issue was defining the stated population in operational terms that would be helpful to school systems in identifying emotionally handicapped students. In addition, the development of a process for the appropriate identification of this select population was initiated. After many discussions, independent work sessions and reviews by professionals within the field, the steering committee agreed upon a definition and conceptualized an evaluation process.

With these recommendations intact, and the State Board of Education rules proposed, quidelines were needed to assist individual districts in the development of comprehensive programs for the emotionally handicapped. This resource manual provides a program model to assist in the development, management and evaluation of programs for the emotionally handicapped.

The following model considers many important aspects in providing a comprehensive program for the emotionally handicapped. Students with emotional handicaps exhibit a wide range of behaviors, therefore a myriad of services with varied orientations are necessary in comprehensive program development. It is important to consider the way the emotional handicap interferes in the student's personal growth, interpersonal relationships and academic achievement. Through the combined efforts of educators, the community, mental health personnel as well as other support professionals, we may provide the best possible program for the emotionally handicapped student.

PURPOSES OF RESOURCE MANUALS

1. To provide information regarding general considerations for development and evaluation of district programs for exceptional students.
2. To provide information specific to program development and evaluation for each area of exceptionality.
3. To serve as a vehicle for planning and communication among the exceptional student staff, school principals, parents and other education and community programs within a district.

The intent of Volume II-E is to provide Florida's school districts with recommendations and suggestions for the development, management and evaluation of programs for the emotionally handicapped. This volume is organized in a format similar to the district procedures outline. The Florida State Board of Education Rules are stated at the beginning of most of the sections and are marked by italicized print. Following the rules are suggestions for implementing the rules and developing district procedures.

Many of the procedures and forms within the appendix were developed from forms and procedures from the districts. We would like to give special thanks to the districts for the materials and procedures which helped to make this resource manual possible.

ACKNOWLEDGMENTS

This document could not have been completed without the contributions of many individuals. We would like to give special recognition to Ms. Bonnie Souder from Florida State University whose many hours of work provided what we hope will be a valuable resource for individuals working with the emotionally handicapped. In addition, we would like to acknowledge the contribution of the individual districts and of the 1975-76 State Steering Committee whose members were as follows:

Mr. Robert Connors, Chairman
Consultant for the Emotionally Handicapped, Socially Maladjusted
Bureau for the Education of Exceptional Students
Division of Public Schools
Department of Education
Tallahassee, Fla.

Dr. Robert Anderson
Director of Childrens Center
Miami, Fla.

Dr. Gilbert Milner, Chief
Psychiatric Childrens Mental Health Clinic
J. Hillis Miller Health Center
Gainesville, Fla.

Mr. James Pace, Director
Exceptional Student Education
Pensacola, Fla.

Dr. Lyndall M. Bullock
Professor, University of Florida
Gainesville, Fla.

Dr. Herbert F. Boyd
Professor, Special Education
University of South Florida
Tampa, Fla.

Mr. Harry Tarbell (Gus), Supervisor
Emotionally Disturbed & Socially Maladjusted
Exceptional Student Education
School Board of Orange County
Orlando, Fla.

Dr. Philip J. Grise
Career Education Center
Tallahassee, Fla.

Mr. William Twomey
Client Services Administrator
Vocational Rehabilitation Program Office
Tallahassee, Fla.

Ms. Nell Wheeler
Division of Childrens Services
Florida Mental Health Institute
Tampa, Fla.

Ms. Marilyn Doty, Coordinator
Emotionally Disturbed & Socially Maladjusted
Exceptional Student Education
School Board of Broward County
Ft. Lauderdale, Fla.

Ms. Beverly Mercer, Coordinator
Emotionally Disturbed & Socially Maladjusted
Exceptional Student Education
School Board of Dade County
Miami, Fla.

Dr. Cecile Baker
Children's Program Specialist
Mental Health Program Office
Tallahassee, Fla.

Mr. William Delp, Coordinator
Emotionally Disturbed & Socially Maladjusted
Exceptional Student Education
School Board of Citrus County
Inverness, Fla.

Ms. Jo Ann Rocco, Supervisor
Emotionally Disturbed
Exceptional Student Education
School Board of Hillsborough County
Tampa, Fla.

Dr. Kelland Livesay
Director, Pupil Personnel Services
School Board of Orange County
Orlando, Fla.

Ms. Mary Helen Overstreet
Health & Rehabilitative Services
Division of Family Services
Jacksonville, Fla.

Dr. Fred Vallianos
Community Mental Health Assoc.
Pensacola, Fla.

I. DEFINITION

The emotionally handicapped student is the student who, after receiving supportive educational assistance and counseling services available to all students, still exhibits persistent and consistent severe behavioral disabilities which consequently disrupt the student's own learning process. This is the student whose inability to achieve adequate academic progress or satisfactory interpersonal relationships cannot be attributed primarily to physical, sensory or intellectual deficits.

II. CRITERIA FOR ELIGIBILITY

6A-6.341(2)(a) "Define operationally the criteria for the eligible student group consistent with state board rules."

A. INCLUSION FACTORS - *6A-6.3016(2) The following criteria consistent with the definition shall be used to determine each student's eligibility for special programs for emotionally handicapped.*

1. *Evidence that the student, after receiving supportive educational assistance and counseling, still exhibits severe emotional handicaps.*
2. *Evidence that a severe emotional handicap, as determined by documented observations and psychological evaluation, exists over an extended period of time.*
3. *Evidence that the behavior disrupts the student's own learning, reading, arithmetic or writing skills, social-personal development, language development or progress and control.*
4. *Evidence that the primary problem of the student cannot be attributed primarily to physical, sensory or intellectual deficits.*

B. GENERAL CHARACTERISTICS - The emotionally handicapped student exhibits the following characteristics, either singularly or in combination, to the degree that he or she is unable to take advantage of, or relate to, the regular education program.

1. An inability to learn that cannot be explained by intellectual, sensory or health factors.
2. Inappropriate types of behavior or feelings under normal circumstances.
3. A general mood of unhappiness or depression.
4. A tendency to develop physical symptoms, pain or fears associated with personal or school problems.

5. An inability to build or maintain satisfactory interpersonal relationships with peers or teacher.

6. A variety of excessive behavior ranging from hyperactive and aggressive responses to severe depression and withdrawal.

C. SPECIFIC CHARACTERISTICS (This list of behaviors is provided to help in clarifying the population needing specialized instructional services).

1. Short Attention Span - unable to concentrate; not able to pay attention long enough to finish an activity;

2. Restless or Hyperactive - moves around constantly, fidgets; seems to move without a purpose in mind, picks on other children;

3. Does Not Complete Tasks - careless, unorganized approach to activities; does not finish what is started, does not seem to know how to plan to get work done;

4. Listening Difficulties. Does Not Seem to Understand - has trouble following directions; turns away while others are talking, does not seem interested;

5. Avoids Participation With Other Children or Only Knows How to Play by Hurting Others - stays away from other children, always plays alone, leaves a group of children when an activity is going on, bites, hits or bullies;

6. Avoids Adults - stays away from adults, does not like to come to adults for attention;

7. Repetitive Behavior - exhibits unusual movement or repeats words over and over, cannot stop activity;

8. Ritualistic or Unusual Behavior - has a fixed way of doing certain activities in ways not usually seen in other children; has an obsessive desire to maintain sameness;

9. Resistant to Discipline or Direction - impertinence, defiance, resentful, destructive or negative, does not accept directions or training, disagreeable, hard to manage, destroys materials or toys deliberately;

10. Inappropriate Conduct Behavior - lying, stealing, use of profanity, masturbation, sex play, undressing, cruelty, running away, etc.

11. Unusual Language Content - bizarre, strange, fearful, jargon, fantasy; very odd or different talk with others or in stories;

12. Speech Problems - Rate - speech that is unusually fast or slow; articulation - difficulty making clear speech, repeating sounds, words or phrases, blocking words or sounds; quality - atonal, flat; voice unusually loud, soft, high or low, scratchy; no speech - chooses not to talk or does not know how to talk so that others can understand;

13. Physical Complaints - Talks of being sick or hurt, seems tired without energy;

14. Echoes Other's Speech - repeats another person's words without intending for the words to mean anything; failure to use speech for purposes of communication;

15. Lack of Self-Help Skills - unable to feed self, unable to dress self, unable to conduct toilet activities unaided, or to carry out health practices such as washing hands, brushing teeth, etc.;

16. Self-Aggressive or Self-Derogatory - does things to hurt self, says negative things about self;

17. Temperamental, Overly Sensitive, Sad, Irritable - moody, easily depressed, unhappy, shows extreme emotions and feelings;

18. Withdrawn - daydreams a great deal, does not mingle freely with other children, gives in, complies without much show of feeling (but may occasionally "blow-up"), not included by other children; doesn't have friends, tends to be an "isolate", out of touch with reality;

19. Anxious - keeps asking, "Is this right?" "Did I do this right?" Wants constant reassurance, has nervous mannerisms, fidgets, bites nails, chews pencils, etc.; seldom satisfied with own performance, tends not to get finished, persistent, tends to over-study; tends to be preoccupied with disaster, accidents, death, disease;

20. Self-Stimulation - persistent behaviors such as flicking fingers in front of eyes, shaking hands or head, rocking, twirling, etc.

21. Attachment to Objects - extreme preoccupation with objects with no regard for their intended use, especially round and spinning objects; marked facility with objects;

22. Non-Responsive Behaviors - lacks eye contact, with persistent tendency to turn away or look past other people, especially when spoken to;

23. Immature Behaviors - prefers younger playmates, frequently cries, crawls around room, exhibits poor coordination;

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24. Inappropriate Vocalizations - laughing, giggling, screaming, yelling and crying for no apparent reason.

III. PROCEDURES FOR SCREENING

6A-6.341(2)(b) "Screening is that process by which a rapid assessment is made of a given population to obtain potential candidates who may fit a particular profile."

The following information will be specified in district procedures for screening:

- *a) population to be screened*
- *b) screening process to be used*
- *c) screening instruments or procedures included where appropriate*

The screening process may be divided into a community screening and a school screening. The following are suggested components of a complete district screening:

A. COMMUNITY SCREENING

A community screening should include the following procedures in order to solicit referrals for emotionally handicapped individuals:

1. Correspondence should be directed to all state, community and private agencies relating to emotionally handicapped students.

2. Correspondence should include:

    a. a letter describing the existing services and planned programs for the emotionally handicapped
    b. the definition and identifying characteristics of the emotionally handicapped and/or behavioral rating scale
    c. information regarding federal and state guidelines requiring programs for the emotionally handicapped student
    d. the name and telephone number of the individual to whom referrals may be made
    e. descriptive pamphlets and brochures for display in public places, i.e., physicians' reception areas, lobbies of public buildings, etc.

3. Correspondence should be directed to the following:

    a. local physicians
    b. nursery schools
    c. kindergartens
    d. Head Start programs

e. day care centers
f. pre-schools
g. private schools
h. mental health agencies
i. community agencies

4. The local media (newspapers, radio, television, etc.) should be utilized to publicize the availability of public school services for the emotionally handicapped and, in addition, provide information concerning the appropriate referral process.

B. SCHOOL SCREENING

School personnel, K-12, are encouraged to consider carefully each individual student in order to identify students who show consistent evidence of a problem(s) as stated in the definition and identifying characteristics for the emotionally handicapped student. The classroom teacher is crucial to the screening process and should be instructed in procedures for identifying and recording problem behaviors. The following procedures should be followed:

1. Bulletins describing the characteristics of emotionally handicapped students should be adapted by the local education agency and disseminated as information to the following:

   a. school psychologists
   b. principals
   c. guidance counselors
   d. teachers
   e. special services personnel and school health personnel

2. Inservice instruction concerning the emotionally handicapped student should be provided for classroom teachers, guidance counselors and principals. The inservice instruction should provide the following:

   a. the definition and identifying characteristics of emotional handicaps with specific examples of typical behaviors
   b. observation forms, i.e., behavioral rating scales, checklists to aid the teacher in collecting objective observations (see appendix, forms A-D)
   c. specific instructions regarding the use of observation forms
   d. suggestions for recording classroom observations and anecdotal records (see appendix, form E)
   e. specific intervention techniques the classroom teacher may use in coping with problem behaviors (see section XII, C)

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After the classroom teacher and/or staff member completes the provided checklist and/or observation form, he/she should initiate the referral process by contacting the appropriate school personnel.

The teacher should at this point continue to observe and record behaviors. Intervention procedures should be initiated, taking full advantage of all available resources.

C. SCREENING INSTRUMENTS

*The following instruments are appropriate for screening purposes:

	Age	Grade	Title	Administrator	Time
1.	1-5	Pre-K	Preschool Attainment Record	teacher	15 min.
2.	1-9	Pre-K-3	Child Behavior Rating Scale	teacher	varies
3.	6-11	K-6	Walker Problem Behavior Identification Checklist	teacher	15 min.
4.	5-11	K-6	Burke's Behavior Rating Scale of Organic Brain Dysfunction	teacher	15 min.
5.	5-13	K-8	Burke's Behavior Rating Scale	psychologist/ counselor	10 min.
6.	13-18	8-12	Devereaux Adolescent Behavior Rating Scale	teacher	15 min.
7.	4-14	Pre-K-8	Devereaux Child Behavior Scale	teacher	varies
8.	5-12	K-6	Devereaux Elementary School Behavior Rating Scale	teacher	10 min.
9.	5-18	K-12	Peterson's and Quay's Behavior Problem Checklist	teacher/ parents	15 min.
10.	6-12	1-6	Ottawa School Behavior Checklist (OSBCL)	teacher	15 min.

*For specific information concerning screening instruments (i.e., publisher, cost, standardization) see The Mental Measurements Yearbook by Dr. Oscar K. Buros

IV. PROCEDURES FOR REFERRAL

6A-6.341(2)(c) "Referral is the process whereby a parent or guardian, school personnel or appropriate public agencies may request assessment of the abilities of a student."

The following information will be specified in district procedures for referral:

a) sources of referrals
b) procedures for assignment of responsibility for action

A standard referral system will be established in each individual school district to insure each student an appropriate diagnosis relative to the referral problem. Referrals may originate from school personnel, parents, licensed practicing physicians, community agency personnel, the county health department or from district screening procedures. Referrals may be made by community agencies through the Office of the Director of Exceptional Student Education, who will gather the necessary data.

A. SCHOOL REFERRAL

1. The principal or designee should assign responsibility for the collection of information to be included on the referral form. (See appendix, form F).

2. The reason for the referral should be explained to the parents or guardian and a signed permission for formal evaluation obtained. (See appendix, form G).

3. After the information has been gathered and recorded on the referral form, the form should be signed by the principal of the referring school or designee and forwarded with parent permission form to the appropriate office (depending on specific district procedures).

4. *6A-6.3016(3)(a) Prior to the evaluation for determining eligibility, the following data shall be collected:*

   a. *documented and dated evidence that conferences concerning the student's specific problem have been conducted. These conferences shall include, but not be limited to the parents or guardian, administrative personnel, teaching personnel and student services personnel.*

      The dates and content of the conferences should be noted on the referral form.

   b. *Documented evidence that a social or developmental history has been compiled directly from the parents or guardian.*

(1) A visiting teacher, social worker or psychologist should collect from the parents or guardian (preferably at the site or residence) information to compile a developmental and social history of the student. (see Appendix, Form H).

c. *Documented and dated anecdotal records or behavioral observations made by more than one(1) person which cite the specific behaviors causing the referral.*

Anecdotal records or behavior observations should be collected by the referral source over an extended period of time (at least a three-week period).

(1) This information should be attached to the referral form along with the behavioral checklist and/or observation form used in the initial screening process. (see Appendix, Form E).

(2) Additional behavioral observations should be collected by someone other than the referral source (i.e. principal, guidance counselor, teacher of the emotionally handicapped) that substantiates the reason for initial concern.

d. *Documented evidence of two(2) interventions and adjustments that have been tried with the student. These interventions shall include but not be limited to change in student's class schedule or teacher; change in student's curriculum; change in techniques of instruction; interventions provided by student services personnel; community agency intervention; or health and rehabilitative services agency intervention.*

(1) The content and duration of these interventions should be noted on the referral form.

5. Information which should also be gathered at the time of referral includes the following:

a. The students cumulative record should be reviewed for background information and behavioral history. The following is of importance:

- Medical data
- achievement and other test scores
- attendance records
- anecdotal records
- grades
- results of previous sensory screening, i.e. vision, hearing, speech and language

B. REFERRAL REVIEW

The staff member receiving the referral form for psychological evaluation should assign qualified personnel to review all information recorded on the referral form. The assigned personnel may:

1. Notify the school requesting further information
2. Directly consult with personnel from the referring school
3. Initiate formal evaluation

If upon, further investigation formal evaluation is not initiated, the assigned personnel may:

1. Return referral to the referring school with written suggestions for resolution
2. Return referral with reasons for termination (Returned referrals with data will be filed in student's cumulative folder)

V. PROCEDURES FOR EVALUATION

6A-6.341(2)(d) "Evaluation is the determination of a student's physical, mental, emotional, social or learning abilities utilizing professional activities or assessment, appraisal or diagnosis."

The following information will be specified in district procedures for evaluation:

a) assignments of responsibility for various aspects of the evaluation procedures
b) examples of the instruments used
c) description of the frequency of reevaluation and procedures used

The referral form for evaluation is sent to the appropriate personnel (depending on specific district procedures) with a signed parent permission form for formal evaluation (see appendix, form G). These personnel will initiate the evaluation process and assign responsibility for a complete psychological evaluation. The adaptive behavior of referred students should be measured, as well as behavior patterns with suitable behavioral rating scales and observation methods. The psychological evaluation may be completed by a certified school psychologist, a licensed psychologist or a psychiatrist. Social and developmental data, as well as a detailed health history should be procured by a social worker or visiting teacher. Additional evaluations and screening should be completed to insure that the emotional handicap is not resulting primarily from physical or intellectual deficits. Specific procedures for evaluation should include:

A. *6A-6.3016(3)(b) The minimum evaluation for determining eligibility shall include all information collected in (3)(a) above see pages 7-8) and the following:*

1. *A physical evaluation required by the administrator of the exceptional student program or designee for all students where physical problems are suspected as precipitating the behavioral problem. A neurological examination shall be required if deemed necessary by a psychologist or physician.*
2. *A vision screening report*
3. *A hearing, and speech and language screening report*

The speech and language assessment should be used to measure language, articulation, voice, fluency, auditory acuity, and auditory perception.

An appropriate battery should be administered by the school language and speech clinician, or appropriate services (depending on specific district procedures and resources). The result of this assessment should be used by the clinician to determine the need for an in-depth evaluation.

4. *A comprehensive psychological evaluation conducted by a certified school psychologist, licensed psychologist or psychiatrist which shall include the following information: an individual evaluation of intellectual ability and potential, evaluation of the student's personality and attitudes, and behavioral observations and interview data relative to the problem described in the referral.*

5. *An educational evaluation which includes information on the student's academic strengths and weakness and learning modes.*

B. Individually Administered Standardized Achievement Test

An individually administered standardized achievement test should be given by the school psychologist or other qualified personnel (i.e., classroom teacher, special education teacher, guidance counselor), to determine academic strengths and weaknesses. Areas to be measured include: reading, writing, arithmetic and spelling. *One of the following instruments is suggested:

	Grades	Title	Time
a.	Preschool 1-12	Wide Range Achievement Test (WRAT)	20 min.
b.	1.5-12	California Achievement Test	65-75 min.
c.	K-9.5	Metropolitan Achievement Test	2-4 hours
d.	1.5-12	Stanford Achievement Test	2 hrs. & 40 min.
e.	K-12	Peabody Individual Achievement Test	30-40 min.

C. Psychological Evaluation

1. Observation

The school psychologist observes the student and consults with the referring agent and/or classroom teacher.

The psychologist should follow the procedures below:

(a) Systematic observation(s) of at least forty-five minutes with the referred student, within the regular classroom setting focusing on:

- On and off-task behavior
- Compliance and non-compliance
- Peer interactions
- Interactions with teacher(s)
- Disruptive influence

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*For specific information concerning standardized achievement tests (i.e., publisher, cost, standardization), see The Mental Measurements Yearbook by Dr. Oscar K. Buros.

(b) From observation(s), the following general data should be obtained:

- Frequencies and durations of behavioral events
- Content and quality of behavioral events

(c) Structured consultation with referral agent and/or classroom teacher(s)

- Behavioral checklist or rating scale should be completed by psychologist
- Representativeness of observed behavior should be assessed

2. Intellectual Assessment

A psychological evaluation will be performed by the school psychologist or other practitioner licensed by the State of Florida for each student referred to determine intellectual ability and potential, using one of the following test batteries:

- Cattell Culture Fair Intelligence Series, ages 8.0 to adult
- Columbia Mental Maturity Scale, ages 3-12
- Leiter Intelligence Performance Scale, ages 2-18
- Stanford-Binet (Revised Form LM), ages 2 to adult
- Wechsler Preschool and Primary Scale (WPPSI), ages 4-6.5
- Wechsler Intelligence Scale for Children-Revised (WISC-R), ages 6-16
- Wechsler Adult Intelligence Scale (WAIS), ages 15 to adult

The data of the psychological evaluation will be collected and recorded as prescribed by the respective examiner's manual. The response procedure used by the student should be noted as it can be characteristic of a particular learner; i.e., guessing, perseveration, substitutions, left to right or right to left progression, time awareness, trial and error, systematic approach, concrete, functional or abstract, general, brief, explicit or verbose answers, seriation or grouping of digits, visualizes or auditorily produces, failure pattern, degree of concentration, frustration, tolerance, impulsivity, rapport with examiner, etc.

3. Personality Assessment

*An evaluation should be made of the student's personality, adjustment and attitude with instruments similar to the following:

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*For specific information concerning instruments used for personality assessment (i.e., publisher, cost, standardization), see The Mental Measurements Yearbook by Dr. Oscar Buros.

Projectives

Age	Title	Administrator	Time
4-up	Bender-Gestalt Test	Psychologist	Varies
3-10	Children's Apperception Test	"	Varies
4-up	Thematic Apperception Test	"	2 hours
5-18	Picture Word Test	"	30 min.
3-15	Goodenough-Harris Drawing Test	"	10-15 min.
8-adult	Minnesota Percepto-Diagnostic Test	"	Varies

Personality Development and Adjustment

Age	Title	Administrator	Time
1-9	Child Behavior Rating Scale	Teacher	10 min.
12-19	The Demos D Scale	Teacher	15-40 min.
7-15	Junior Eysenik Personality Inventory	Psychologist	Varies

Self-Concept

8-12	Self-Concept Scale (Piers-Harris)	Teacher	15 min.
12-adult	Tennessee Self-Concept Scale	Counselor	10-20 min.
3-9	Thomas Self-Concept Values Test	Counselor	10-20 min.

Sociometric

8-18	Jesness Inventory	Clinician	20-30 min.
Birth-Adult	Vineland Social Maturity Scale	Teacher	20-30 min.
2 wks-	Denver Developmental Scale	Teacher	15-20 min.
6 mos-12 yr.	Developmental Profile	Teacher/Clinician	30-40 min.

Behavior Rating Scales (See Screening Procedures, section III, C)

D. Specific Learning Disabilities Assessment

An assessment should be performed by qualified personnel to determine possible disorders in psychological processing. Results of this assessment should be used to determine the need for an in-depth evaluation in specific learning disabilities.

*Two suggested assessment instruments are:

Age	Test	Time
6-11	Slingerland Screening Test for Identifying Children with Specific Language Disability	60 min.
11-15	Malcomesius Specific Language Disability Test	5-15 min.

Other tests appropriate for assessment include, but are not limited to, the following:

4, 5-7	Apell Test: Assessment of Early Learning Levels	40 min. in 2 sessions
3-6	Cooperative Pre-school Inventory, Revised Edition	15 min.
5-7.5	Meeting Street School Screening Test	15-20 min.
7-10	Pupil Rating Scale for Learning Disability	
4.6-6.5	Screening Test for the Assignment of Remedial Treatments	60 min.
7-12	Screening Test for Auditory Perception	45 min.

E. Psychiatric-Neurological Examination

A psychiatric-neurological examination will be provided for the referred student if requested by the staffing committee and deemed appropriate by a psychologist or physician.

REEVALUATION

A student considered for reevaluation in a program for the emotionally handicapped should be referred to the appropriate services personnel (depending on specific district procedures). This referral may originate from the student's ESE teacher, regular teacher or other qualified personnel (i.e., school psychologist, principal, supervisor of programs for the emotionally handicapped). A student should be reevaluated for the following reasons:

1. Every student placed in a program for the emotionally handicapped should be reevaluated annually;

2. The student demonstrates observable progress in modifying or eliminating entering behavior to such an extent that the student may best be served in a different type of setting;

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*For specific information concerning assessment instruments for specific learning disabilities (i.e., publisher, cost, standardization) see The Mental Measurements Yearbook by Dr. Oscar K. Buros

3. The student demonstrates a lack of progress which might indicate the need for another type of service within the school program or within the local community;

4. The parents/guardian, teacher or other personnel refer a student for reevaluation.

The appropriate personnel should review the student's records, educational plan and reason for referral and if necessary initiate any of the evaluation procedures listed in section V.

VI. PROCEDURES FOR DETERMINING ELIGIBILITY AND PLACEMENT

6A-6.341(2)(e) "Determining eligibility is the professional activity of reviewing evaluation information and matching it to the operational definition as specified in section I. Placement is the professional determination of an eligible student's educational assignment based upon the student's assessed needs and consideration of program alternatives."

The following information will be specified in district procedures for determining eligibility and placement:

- *a) professional personnel responsible for determining student eligibility*
- *b) procedures for determining student eligibility*
- *c) Criteria for making assignment decision will be consistent with section 230.34(4)(m)(5), Florida Statutes*

A. DETERMINING ELIGIBILITY

1. The evaluation procedure must be completed by qualified personnel before the staffing conference may take place (see Procedures for Evaluation, section V). In order to assure proper identification all information listed on the Eligibility and Placement Staffing form (see appendix, form I) should be available for review at the staffing.

2. The staffing committee should consist of a majority of the following personnel:

   a. coordinator/supervisor of the emotionally handicapped
   b. coordinator/director of exceptional student education
   c. person presenting student's medical records
   d. receiving principal
   e. receiving teacher
   f. referring principal
   g. referring teacher
   h. school psychologist
   i. visiting teacher and/or social worker

Every effort should be made to involve the student's parents in the staffing conference. Additional persons may include the school nurse, speech and language clinicians, guidance personnel or others who may be able to offer pertinent information relative to the student.

3. The Eligibility and Placement Staffing form and the completed referral form should be carefully reviewed and discussed by the staffing committee members to determine eligibility. Evaluation and identification will be consistent with the operational definition as specified in sections I and II. Final responsibility for determining the student's eligibility for participation in the district's program for exceptional students should be either the District Director of Exceptional Student Education, or designee, as specified in the District Procedures.

B. PLACEMENT

230.23(4)(m)(5), Florida Statutes. "In providing for the education of exceptional students, the superintendents, principals and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students whenever this is possible. No student shall be segregated and taught apart from normal students until a careful study of the student's case has been made and evidence obtained which indicated that segregation would be for the student's benefit or is necessary because of difficulties in teaching the student in a regular class."

The staffing committee determines that the evaluation data fulfills the required criteria for the emotionally handicapped. Once eligibility is confirmed, the staffing committee will be responsible for recommending placement for the eligible student. Placement procedures should include the following (see appendix, form I):

1. The staffing committee should review all information collected previously in the screening, referral and evaluation procedures.

2. The staffing committee should determine whether additional information is needed to recommend placement.

3. The committee should review both the student's strengths and weaknesses. Academic and social characteristics should be considered along with special aptitudes and other individual characteristics.

4. The committee should determine social and academic objectives for the student.

5. The committee should consider possible placement possibilities and combinations, taking into consideration the student's individual characteristics and social and academic objectives.

6. The committee should review selected placement options considering the following:

   a. What is the student's past and present performance in educational setting(s)?
   b. What placement setting is most conducive to meeting the defined objectives for the student?
   c. What effect will the placement setting have on the student, the student's classmates, the student's teacher?
   d. Considering all of the above factors, which placement or combination of placements offers the least restrictive environment and will best meet the special needs of the student?

7. After the staffing committee recommends a change or denies a change in educational placement, the following steps will be taken:

   a. "The parents will be informed of the proposed placement.

   b. The parents will be informed of their right for an impartial hearing, including the right to:

      receive timely and specific notice of such hearing;
      review all records;
      obtain an independent evaluation;
      be represented by counsel;
      cross examine;
      bring witnesses;
      present evidence;
      receive a complete and accurate record of proceedings;
      appeal the decision.

   c. Assignment of a surrogate parent for students when:

      The student's parents or guardian is not known
      The student's parents are unavailable
      The student is a ward of the state

   d. The parents will be informed of their right to educational records." (Abeson, Bolick, Hass, p. 20, 21)

8. The final responsibility for placement rests with the district director of exceptional student education, or designee.

9. If special transportation is necessary the appropriate personnel will be contacted by the chairman of the staffing committee or principal, depending on specific district procedures. The appropriate personnel will make the necessary arrangements and secure parent permission for such transportation (See State Board Regulations 6A-3.01).

10. Once the student has been officially placed in a program, the student's parents or guardians are contacted for an orientation conference with school personnel to inform the parents about the operation of the program and answer any questions they may have.

11. The teachers, exceptional student education staff, psychologists and social workers may plan periodic group discussion meetings to give parents more information about how behavioral and educational problems are handled in the classroom. These provide a continuity between home and school expectations and the handling of problem behaviors (See Parent Involvement, Section XV).

C. TRANSFER STUDENTS

Students transferring from programs in other districts or from other agencies for the emotionally handicapped should be given careful consideration before the student is determined eligible for a specific program for the emotionally handicapped. A staffing should be held to review past records and observations and to initiate additional evaluation as deemed necessary by the staffing committee. All procedures listed in section VI should be followed to insure that the student meets the criteria for eligibility and an appropriate placement is determined.

VII. PROCEDURES FOR PROVIDING AN EDUCATIONAL PLAN

6A-6.341(2)(f) "An educational plan is a written statement(s) of the student's present needs; annual and short-term goals and objectives; program, services and resources to be provided to meet the goals and objectives; dates for initiation and duration of program or services, criteria, evaluation procedures and schedule for determining whether goals and objectives are achieved."

The following information will be specified in the district procedures for providing an educational plan:

a) procedures for developing an educational plan
b) procedures for evaluating educational plans
c) proposed educational plans will include all required items

Once eligibility has been confirmed and placement is recommended, it should be determined by the staffing committee if enough information is present to develop an educational plan. If additional information is needed the committee will specify what data is needed and will insure collection of the required data by qualified personnel. These additional requests for data should be noted on the staffing report along with any other contingent requests (See appendix, form I). If no additional information is needed, the committee should begin the development of an educational plan. This statement of educational objectives is in no way intended to limit the student's educational program, but rather indicates the priorities which the staffing committee considers essential. Every effort must be made to include the student's parents in the development of the educational plan. If the parents are not involved in the development of the educational plan, the parents should be contacted to review the proposed plan. The degree of parent contact and involvement should be recorded on the educational planning form.

A. An educational plan should be based on an analysis and summary of eligibility data and further examination as deemed necessary by the staffing committee. The staffing committee should be responsible for the following (see appendix, form L):

1. Statement of Present Levels of Functioning

   Statements should be determined through a careful review of the student's strengths and weaknesses and limitations utilizing data from formal and informal assessment and observations, in the following areas:

   a. academics
   b. social-personal development
   c. behavioral characteristics
   d. language development
   e. self-help skills
   f. vocational skills
   g. others

2. Statement of Long Range Objectives to Include Emphasis on Academics, Social-personal Growth and Language Development

   One year instructional objectives should be formulated according to the student's present level of functioning and projected gains utilizing special services and available resources.

   A behavioral management plan should also be developed to help the student meet defined objectives. The staffing committee should provide suggestions for the teacher.

in designing and implementing a behavioral management plan. Parents and staff members involved with the student should be aware of the behavioral management program in order to help establish a consistent and supportive environment for the student.

3. Statement of Services and Resources to Meet Goals and Objectives

   A listing of those supportive services, resources, program materials and methods that will be employed in meeting established goals and objectives should be included. These services and resources should be considered carefully considering the assessed needs of each student (See Supportive Services, section XIII and appendix, form L-3).

4. Specification of Dates for Initiation and Duration of Program and Services

   Dates of initiation and time duration of program and services should be noted on the educational planning form (See appendix, form L-1). **The extent to which the student** will participate in general education should also be indicated.

5. Evaluation Procedures and Schedule for Determining whether Goals and Objectives are Achieved (See Program Evaluation, section XVI)

B. Within thirty school days of the placement date, the ESE teacher should complete the educational plan through providing more detailed instructional information. Initial educational planning completed by the staffing committee (see above) should serve as a guide to the receiving teacher in determining the specifics of the educational plan. The teacher should provide the following (see appendix, form L-2):

1. The student's teacher may request and/or provide further educational assessment to determine the student's learning modes, styles and academic strengths and weaknesses.

2. The student's former teacher should be contacted by the staffing committee or the receiving teacher to provide information that may be valuable in developing an educational plan. This information will also be helpful to the receiving teacher in planning and implementing the student's instructional program (See appendix, form K).

3. The teacher should provide the following in finalizing the educational plan:

   a. date of program initiation
   b. present level of functioning
   c. program objectives
   d. criteria for meeting objectives
   e. specific resources to meet goals and objectives
   f. a specific behavioral management plan
   g. projected dates for achieving the objectives

   The educational plan should be updated periodically (i.e., every six weeks, nine weeks) by the student's teacher.

4. In certain instances the staffing committee and/or teacher may want to involve the student in the formulation of his/her educational plan.

5. After the student has completed (90) ninety school days in the assigned placement setting, at least two members of the staffing committee (other than the receiving teacher) should review:

   a. the student's behavioral adjustment and progress in the assigned placement setting by consulting with the student's teacher and by direct observations;
   b. the effectiveness of the educational plan by comparing actual student achievement with projected achievement.

   If the committee members deem it necessary, the entire committee will be requested to review all relevant information and consult with the student's teacher. After review the committee will make recommendations concerning placement and additional services and support. These recommendations will be noted on the educational planning form (see appendix, form L-4)

VIII. PROCEDURES FOR DISMISSAL OR REASSIGNMENT

6A-341(2)(g) "Dismissal is the process whereby a student is removed from participation in a special program. Reassignment is the process whereby a student is placed in another program or graduated from a school."

The following information will be specified in district procedures for dismissal or reassignment:

a) information requirements for dismissal
b) professionals responsible for dismissal
c) procedures for dismissal
d) information requirements for reassignment
e) professionals responsible for reassignment
f) procedures for reassignment

A. A student is dismissed from the program for the emotionally handicapped when:

1. The student exceeds school age, transfers or withdraws from the public school program;

2. The student demonstrates observable progress in modifying or eliminating entering behaviors in a positive fashion to such an extent that the student can function efficiently in a regular program without further scheduling in a specialized program setting.

B. A student is reassigned from one delivery system to another for the emotionally handicapped when the student demonstrates progress or lack of progress which indicates a need for another type of service within the school system or within the local community.

C Procedures for dismissal or reassignment:

1. The student's teacher should initiate dismissal or reassignment by contacting the school principal. Other qualified personnel may also initiate reevaluation for dismissal or reassignment (i.e., guidance counselor, school psychologist, director of programs for the emotionally handicapped).

2. The school principal or designee will refer the student with reasons for reevaluation to the appropriate services. Parent/guardian permission must be obtained for further evaluation.

3. After the student is referred to the appropriate services, evaluation procedures should be initiated (See Requirements for Reevaluation, section V).

4. Dismissal or reassignment should be determined by a staffing committee consisting of those persons listed in Section VI, following a complete review of all evaluation information. Every attempt should be made to involve parents/guardians in the staffing committee meeting(s). Recommendations of the staffing committee should be recorded and filed in the student's cumulative folder. The final responsibility for dismissal or reassignment will rest with the Director of Exceptional Student Education or designee.

5. Parent/guardian consent must be obtained for any change made in the student's placement (See Section VI, B, 7).

6. Following a recommended change in placement, the staffing committee should develop an educational plan (See Section VII).

IX. PROGRAM ORGANIZATION AND FACILITIES

6A-6.341(2)(h) Special program organization

The following information will be specified in district procedures for special program organization:

"Describe the program structure (6A-6.311) that will be used."

a) "6A-6.311 Eligible special programs for exceptional students

Special programs for exceptional students encompass instruction and special education services which provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment or environment designed to meet the individual learning needs of exceptional students.

Special programs may be structured in one or more of the following patterns so that an exceptional student may receive instruction in a:

(a) basic class with supplementary consultation or special education services;
(b) basic class supplemented by itinerant instruction or a resource room program;
(c) special class either full-time or part-time in a regular school;
(d) special day school;
(e) non-public residential or day school through a contractual arrangement or other written agreement;
(f) special class in a hospital or treatment center;
(g) individual instruction in a hospital or home setting."

b) 6A-6.311(4) "When a district provides a special program for exceptional students by assigning instructional personnel to a facility operated by another agency or organization, a written agreement shall be developed outlining the respective duties and responsibilities of each party " (See appendix, form M).

6A-6.341(2)(k) "Procedures for providing housing for special programs.

Specify criteria used by district for locating and housing the special program."

INTRODUCTION TO PROGRAM ORGANIZATION

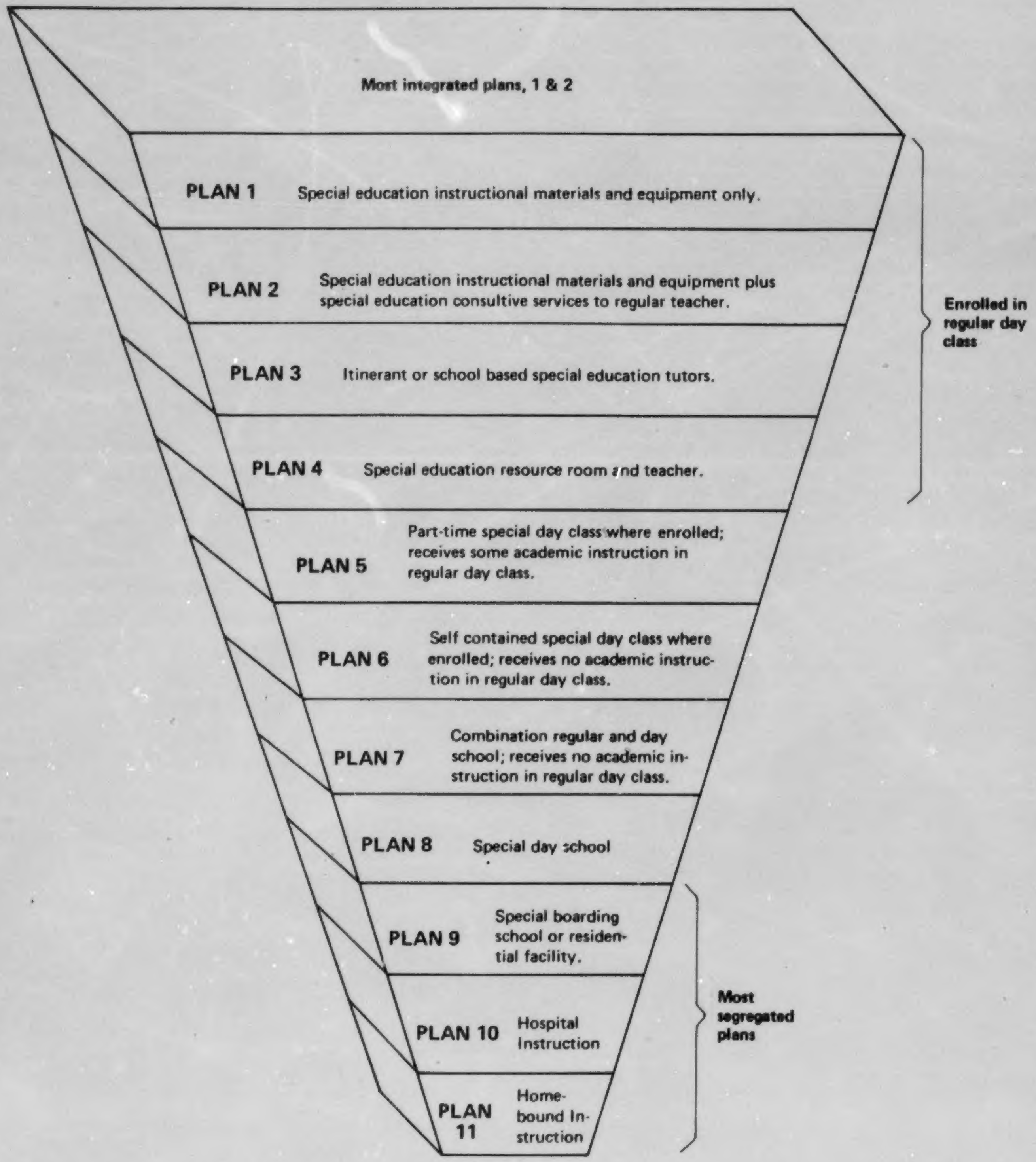
A variety of placement options must be available in order to provide an appropriate placement for any exceptional student, at any particular time. The more placement options available, the greater the discretion that can be exercised in providing optimal placement for the student.

Lloyd Dunn (1973) designed the following pyramid of services in order "to make available whatever different from-the-mainstream kind of setting is required to control the learning variables deemed critical for the individual case" (Deno 1970, p. 235). Placement within the pyramid of services does not imply that the student will be there for any specific period of time. There must be complete latitude within the system so that the student may be moved from one level to another according to where his/her educational needs can best be met (Deno 1970).

Hobbs (1975) emphasizes the fact that special programs should be designed to encourage the fullest possible participation of the student in typical school, recreational, family and community activities. He advocates that exceptional students "be treated in a normal fashion unless their condition clearly requires an alternative approach: that if an alternative approach is required, it should be the least constricting arrangement possible;" that is, if the exceptional student is removed from normal conditions, he should be "removed the least possible distance in time, in geographical space and in (the) psychological texture of the experience provided".

In placing a student into one of these educational settings, it is important to remember that any arrangement may be good or bad for a particular student, depending on factors such as the quality of teaching, the type of curriculum offered and the characteristics of the individual student. Yet, the guiding principle should be that of the least restrictive environment; to the maximum extent possible, exceptional students should be educated with non-exceptional students.

DUNN'S PYRAMID



PLAN 1 Special education instructional materials and equipment only.

PLAN 2 Special education instructional materials and equipment plus special education consultive services to regular teacher.

PLAN 3 Itinerant or school based special education tutors.

PLAN 4 Special education resource room and teacher.

PLAN 5 Part-time special day class where enrolled; receives some academic instruction in regular day class.

PLAN 6 Self contained special day class where enrolled; receives no academic instruction in regular day class.

PLAN 7 Combination regular and day school; receives no academic instruction in regular day class.

PLAN 8 Special day school

PLAN 9 Special boarding school or residential facility.

PLAN 10 Hospital Instruction

PLAN 11 Homebound Instruction

A. PLANS 1-3: SERVICES WITHIN THE REGULAR CLASSROOM

1. Description of Services (Dunn, 1973)

Plan 1. Special education materials and equipment only

In this situation the student is enrolled in a regular classroom. Special education materials and equipment may be provided for those students experiencing mild behavior problems. Consultive services and tutors are not used in Plan 1.

Plan 2. Consultive services for the classroom teacher

The student is enrolled in a regular classroom. Special education equipment, materials and consultive services are provided to the regular classroom teacher. Consultants are central office staff members who primarily provide indirect services to exceptional students by working with the regular classroom teacher. Consultants may assist the teacher in understanding the students by providing data obtained through behavioral observations, individual assessment, home visits and conferring with community agencies or other professionals. Such data are valuable in designing appropriate management strategies.

Plan 3. Itinerant or school based special education tutors in regular classroom setting

The student is enrolled in a regular classroom. Special education tutors provide individualized instruction to exceptional students and in addition provide consultive services to classroom teachers. These services are provided for students with mild to moderate behavior problems.

2. Equipment for the School Based or Itinerant Tutor

1. "The teacher should be provided an office space in a centrally located building, and equipped as recommended below:

    a. teacher desk and chair
    b. typewriter
    c. file cabinet which can be locked
    d. storage cabinet which can be locked

2. If space is not available consideration may be given to providing a mobile unit from which the itinerant teacher can operate " (Bullock, 1972, p. 17).

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B. PLAN 4: THE RESOURCE ROOM

1. Description of Services (Dunn, 1973)

Plan 4. The student is enrolled in a regular classroom and receives much of his/her instruction from regular education. In addition the student attends a resource room which provides the student with an opportunity to receive both academic instruction and emotional support. The resource room teacher also provides the regular classroom teacher with curriculum suggestions and behavioral management techniques. This program will provide close association between the special class teacher and all other regular school personnel.

This plan is feasible for any type of student who can succeed in the regular classroom when provided with a reasonable amount of extra assistance. The hourly class load should not exceed six students with the total program enrollment not to exceed twenty students.

2. Physical Facilities

a. "should be housed in a central location within the facility
b. should have adequate acoustical treatment
c. should have or be in close proximity to toilets and lavatory facilities
d. should have sinks and running water
e. should have a minimum of four electrical outlets
f. should have enclosed storage space equivalent to 6-8 square feet per student
g. should have a time-out facility
h. minimal dimensions should approximate 500 square feet
i. nylon carpeting
j. adequate lighting
k. adequate ventilation" (Bullock, 1972, p. 17)

3. Guidelines for Equipping the Resource Room

a. "mirror, nonbreakable, full length
b. clock
c. bulletin boards
d. chalkboards
e. black-out shades
f. screens for visual aids, roll up type
g. intercommunication telephones, a complete two-way telephone whereby calls may be initiated to a master control unit
h. pencil sharpener

i. carrels (individual work stations). Consider the following specifications:

  - approximately 4 x 4 feet in size
  - not more than two carrels fastened together and these should be designed for students to face each other rather than side to side
  - partitions should extend all the way to the floor and high enough that students cannot see over them
  - individual lighting
  - electrical outlets
  - small chalkboard
  - small bulletin board
  - shelf and/or drawer

j. round and rectangular work tables
k. utility table for science experiments
l. utility cart
m. assorted audio-visual equipment:

  - audio-tape recorder (standard and cassette)
  - standard movie projector
  - film strip projector
  - overhead projector
  - carousel projector
  - listening center
  - phonograph

n. typewriter
o. work bench
p. portable screens
q. easels for painting, drawing, displaying
r. wastebasket
s. teacher desk and chair
t. paper cutter
u. book ends
v. book shelves
w. file cabinet, metal
x. storage cabinet
y. stapler"(Bullock, 1972, pp. 17, 18)

C. PLANS 5 AND 6: THE SPECIAL CLASS

1. Description of Services (Dunn, 1973)

Plan 5. Part-time-special class

This situation provides a structured classroom setting and adjusted curriculum for those students who are experiencing difficulty functioning within the regular classroom. In this situation students are enrolled in special classes, but receive part of their academic instruction in the regular grades. In this way, exceptional students are to varying extents integrated into regular education.

Plan 6. Full-time (self-contained) special class

The self-contained class for the emotionally handicapped is a situation in which the student spends all or a major part of the school day separated from his "normal" peers. The self-contained classroom will provide a more structured classroom environment and adjusted curriculum for those students who are experiencing severe difficulties functioning within the regular classroom. A full-time aide is a necessity for this program. Maximum enrollment will be eight students. No more than a two year age span and/or three year grade level is recommended. It must be understood that students being served in full-time classes should be phased back into the regular school program for activities and academic instruction as the student is able to function acceptably.

2. Physical Facilities for the Special Class

   a. "should be housed on the ground floor
   b. should be housed in an area of the building with low noise level
   c. should be near exits
   d. should have or be in close proximity to toilets and lavatory facilities
   e. should have sinks and running water
   f. should have a minimum of eight electrical outlets, with covers
   g. should have enclosed storage space equivalent to 6-8 square feet per child
   h. should have a time-out facility, approximately 4 x 6 feet, small one-way glass for teacher to see in, sides should extend all the way to the floor
   i. minimal dimensions should approximate that of a regular classroom (75-120 square feet per child is recommended)
   j. nylon carpeting
   k. adequate lighting
   l. adequate ventilation" (Bullock, 1972, p. 16)

3. Guidelines for Equipping the Special Class (See guidelines for equipping the Resource Room, Section IX, B)

D. PLANS 7-11; SERVICES OUTSIDE THE REGULAR SCHOOL PROGRAM

The following five plans are the least effective plans for providing the "least restrictive environment" for students. Although these services are necessary in certain instances, they should be used only for students who have demonstrated an inability to profit from the above programs or for students who are temporarily unable to attend public school programs for the emotionally handicapped.

Description of Services

Plan 7. Combination regular and day school; receives no academic instruction in the regular day class.

In this situation, the student is enrolled in a special day school for the emotionally handicapped, but attends a regular school program for part of the day. This provides the student with an opportunity to be involved to a minimal extent with his/her normal peers.

Plan 8. Special Day School

Day schools provide a segregated school experience for the emotionally handicapped, since the student is isolated from his/her normal peers for the entire school day.

Plan 9. Special Boarding School or Residential Facility

Boarding schools and residential facilities provide (24) twenty-four hour care and treatment programs for exceptional students. Treatment programs should include a comprehensive instructional program as well as a variety of special services. In this situation students are separated not only from other normal students but also from their families for much of the school year.

Plan 10. Hospital Instruction

Provisions for instruction will be provided for students confined to hospitals for the period of their stay.

Plan 11. Homebound Instruction

In this situation, the student's instructional program is provided within the student's home. This service should be used only for those students whose problems are so serious that school attendance is impossible or for those convalescing from an illness or accident. Qualifications of personnel involved in the student's instructional program should be consistent with those qualifications listed in section Xl.

X. TRANSPORTATION

Transportation is an important consideration in planning for the education of the emotionally handicapped. Emotionally handicapped students have low tolerance thresholds and, therefore, prolonged travel may "set the student up" for an emotional crisis.

If it is decided that students be transported to a facility, various means of transportation must be evaluated. Some alternatives to be considered would include (Bullock, 1972, p. 19):

1. School buses (regular bus routes)

   The advantage of utilizing the regular bus route is in terms of cost. However, in dealing with emotionally handicapped students the disadvantages might outweigh cost considerations. The disadvantages include:

   a. It may "set the student up" for a crisis.
   b. The student's behavior may have a contagion effect on other students.
   c. Rigid schedules may interfere with flexible classroom programming.

2. Mini-buses

   Mini-buses provide flexibility in the transportation of emotionally handicapped students. These buses transport a smaller number of students thus providing more structure and greater flexibility in scheduling. Another advantage of these buses is that they may be used for a variety of purposes within the school system.

3. Cars provided by parents or service groups

   While this mode of transportation allows for flexible planning there are certain inherent disadvantages. The most pronounced disadvantages include failure of parents to be consistent, added cost incurred by the parent, insurance problems and lack of dependable transportation. Driver turnover, tight schedules and shortage of cars are problems frequently presented by utilizing service groups.

4. Public transit systems

   While public transportation systems allow for flexibility they lack supervision and might place more responsibility upon the student than he/she is capable of assuming.

5. Taxi-cabs

   Taxi-cabs provide the utmost in flexibility of scheduling and reduce the possibilities of emotional crisis. On the surface it might appear that this service would be more expensive, however, cost factors should be investigated for the merits of this system of transportation might far outweigh cost considerations.

XI. TEACHER REQUIREMENTS AND COMPETENCIES

"Florida State Board of Education Regulations (SBER), Section 6A-4.17(9) Specialization requirements for certification in Emotional Disturbance (grades K-12):

(a) a bachelor's or higher degree with an undergraduate or graduate major in exceptional child education with specialization in emotional disturbance,
(b) a bachelor's or higher degree with thirty-two (32) semester hours including the areas specified below:

1. *Nine (9) semester hours including credit in each of the following:*

    a. *survey course in the education of exceptional children*
    b. *introduction to language development and speech disabilities*
    c. *principles of human development or child and adolescent psychology*

2. *Nine (9) semester hours including credit in each of the following:*

    a. *teaching of sequential developmental skills and concepts of reading at the elementary level*
    b. *teaching of sequential developmental skills and concepts of arithmetic at the elementary level*
    c. *materials for use with children such as children's literature, audio-visual materials and library materials*

3. *Two (2) semester hours in educational assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction*

4. *Three (3) semester hours from one of the following:*

    a. *nature study or life science for the elementary school*
    b. *social studies to include conservation*
    c. *health education and/or physical education for exceptional children*
    d. *art for the elementary school*
    e. *music for the elementary school*
    f. *occupational and educational information*

5. *Nine (9) semester hours which must include:*

    a. *classroom management, methods and techniques for the emotionally disturbed*
    b. *precision teaching including behavior modification for the emotionally disturbed*
    c. *educational programming for the emotionally disturbed"*

SPECIFIC COMPETENCIES

The following competencies are essential for teachers of the emotionally handicapped (Bullock, 1972; Monaco, T.M., Chiappetta, E.L. - no citation available):

1. Comprehends the Behavioral and Academic Characteristics of the Emotionally Handicapped.

   The teacher will have a knowledge of the identifying characteristics of emotionally handicapped students and will be able to administer appropriate screening instrument(s).

2. Evaluates and Diagnoses Students' Abilities and Progress.

   The teacher will have a knowledge of behavioral and academic assessment instruments and how these instruments may be utilized in educational planning.

3. Utilizes Behavioral Management Strategies in the Classroom.

   The teacher has a knowledge of realistic alternatives in the management of disturbing behaviors. The teacher applies behavioral management skills to develop positive social behaviors and improve individual performance related to academic achievement.

4. Utilizes Psychology of Learning in Instruction.

   The teacher will have a knowledge of educational strategies utilized with emotionally handicapped students and the theoretical rationale underlying the various strategies. The teacher will be able to describe and defend a personal orientation and philosophy for implementing these theories.

5. Individualizes Instruction.

   The teacher has a knowledge of how to individualize instruction within a group setting and judges the extent to which existing instruction and curriculum meets the needs of individual students.

6. Evaluates the Appropriateness of Resources for Programming Use.

   The teacher will be acquainted with various materials and equipment that can be utilized in teaching various school subjects. The teacher should be aware of resources for obtaining materials and be able to appraise the usefulness of special materials and equipment with various instructional strategies.

7. Interprets Task Analysis.

   Appraises the ordering of instructional tasks to increase the likelihood of students achieving the instructional objectives.

8. Evaluates the Utility of Various Instructional Strategies.

   The teacher will be able to effectively determine the usefulness of instructional strategies and techniques through systematic evaluation.

9. Provides a Humanly Supportive Environment.

   The teacher demonstrates a positive and accepting attitude toward students. The teacher encourages students to be independent and responsible for their own learning.

10. Works Cooperatively with Adults in the School Setting.

    The teacher demonstrates interpersonnel skills in interacting with parents, aides, classroom teachers and other resource personnel.

11. Knowledge of Laws, Policies, Services and Procedures.

    The teacher should have a knowledge of state and federal laws which govern provisions for emotionally handicapped students.

    The teacher should have a knowledge of general policies regarding referral and placement for emotionally handicapped students.

    The teacher should have a knowledge of supportive services that may be utilized in order to assist the emotionally handicapped student.

    The teacher should have a knowledge of public relation procedures in soliciting assistance and support from various service organizations and/or clubs.

    The teacher should be aware of local district policies concerning discipline, control and suspension.

12. Promotes the "Least Restrictive Environment" Concept.

    The teacher will support the belief that exceptional students can benefit from the regular instructional program. The teacher will also be able to explain and interpret recommendations regarding the placement of students into the least restrictive environment possible.

XII. INSTRUCTIONAL PROGRAM

6A-6.341(2)(i) "Specify the philosophy, curriculum(s), and methodology, for the special program."

A. PHILOSOPHY

It is essential that the philosophy reflect the general nature of the program(s) for the emotionally handicapped. Areas that should be included in the development of a philosophy include:

1. General goals

2. Philosophical orientation

    a. setting
    b. curriculum
    c. methodology

Following is an example of a philosophy:

The primary goal of the program for the emotionally handicapped student should be to effect a positive change in the student's behavior so that the student may return to the regular instructional program as soon as possible. Major components to effect change in behavior should be the student's instructional program with an emphasis on behavioral management.

Programs for the emotionally handicapped should be structured, consistent, motivational and task oriented in approach, providing success experiences for the student, as well as meaningful academic experiences. Group as well as individual instruction should be utilized whenever possible to help the student develop interpersonal and social skills vital to the student's interaction in the school, home and community.

The curriculum should be individualized, taking into consideration the student's learning characteristics and his/her individual needs. The teacher should utilize the curriculum to help the student improve, strengthen and reinforce basic academic skills, including not only communication and computational skills, but also the ability to think, analyze, solve problems and do independent and creative work. The curriculum should also include instruction using a multi-media, multi-sensory approach.

Behavioral management may be a highly effective technique for effecting change in behavior when the underlying principles are understood thoroughly and when the teacher understands how to apply and implement these principles consistently. Using behavioral management, inappropriate behaviors may be decreased and appropriate behaviors increased.

In addition, it is crucial that every effort be made to insure that the instructional program for the emotionally handicapped student is an integral part of the school program, home and community.

B. ORGANIZING THE INSTRUCTIONAL SPACE

The classroom for the emotionally handicapped should be carefully designed to facilitate the designated instructional program and management system. Self-contained facilities and classroom designs should be structured to provide for a total instructional and management program whereas a simpler design may be appropriate for resource room programs. Following is a list of special work areas and floor plans that may be utilized in instructional programs for the emotionally handicapped.

1. "Individual Work Area must be established since most of the initial work will be done on an individual basis. In addition, individual work areas help to develop a sense of belonging, ownership and personal responsibility.

2. A Group Work Area is also important because it gives an unspoken message which tells the student from the very beginning that the goal of this program is to assist him in becoming a functioning group member in a setting not unlike the regular classroom.

3. A Time-Out Area is highly recommended because it is not unusual for students with behavioral and learning problems to lose self-control to such a degree that removal from the classroom setting for a short period of time is necessary. Time-out facilities should be arranged with caution. They should be at least 4' x 6' in size, be well lighted and ventilated, have nothing in them which could be destroyed or which could be used for self-mutilation, be sound proofed if possible, and have small non-breakable one-way windows so the student may be observed. Restrooms should not be used for this purpose because it is too easy for a student to hurt himself or to damage property.

4. A Facilitative Instructional Area is designed for (a) special teaching machines such as the language master, Hoffman reader, tape recorders and filmstrip projecter; (b) experimental equipment such as microscopes and weight and measurement apparatuses; (c) perceptual motor activities such as puzzles, blocks and sand boxes; and (d) art area. By utilizing the facilitative instructional area, students can take a break from the individual work stations and engage in individual assignments in an area where several different activities may be going on simultaneously. This area also facilitates cooperative group activities.

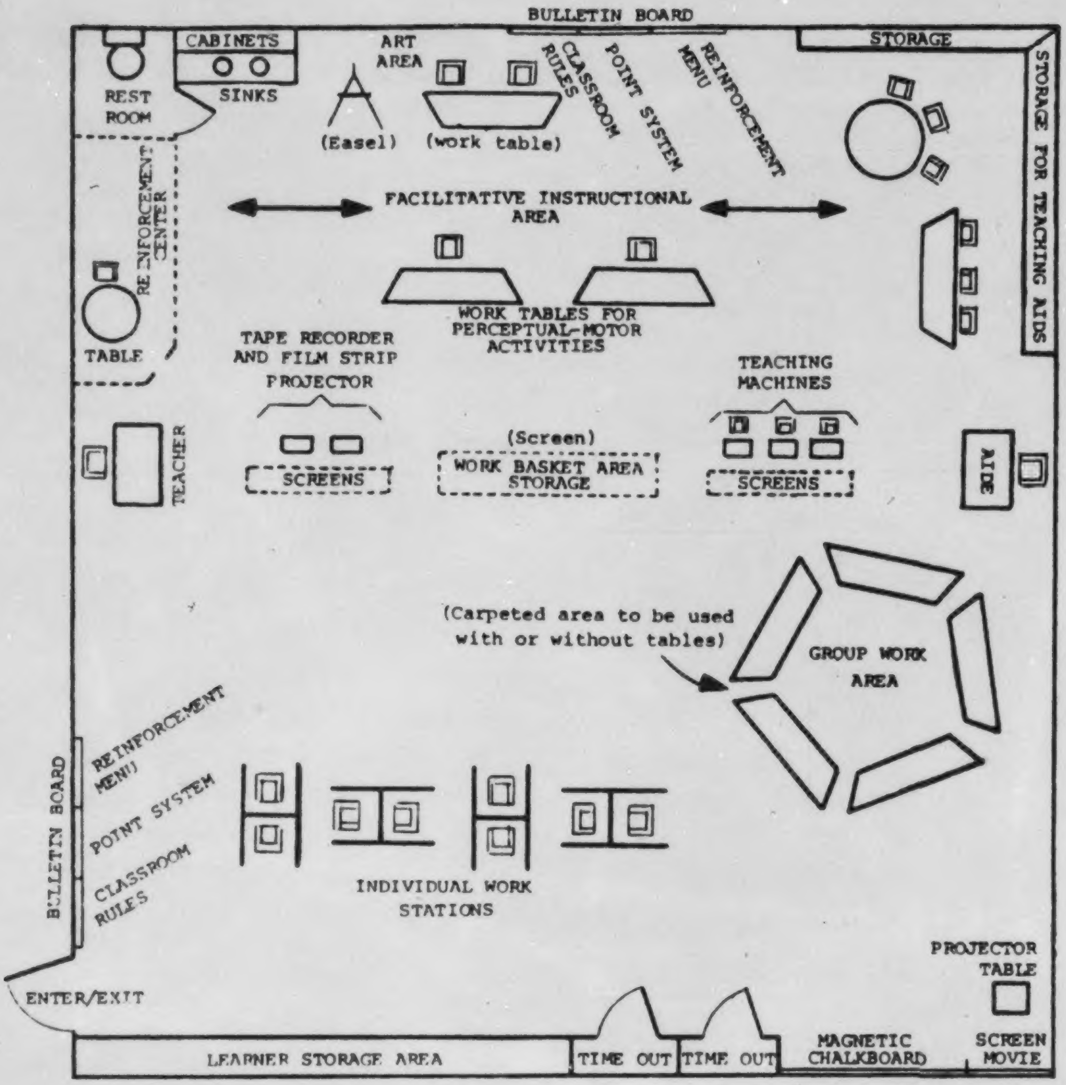
5. A Workbasket Area should be placed in a location near the teacher's desk. There should be enough space to accommodate a double wire legal-size basket for each student in which all his daily assignments will be placed. One of these baskets needs to be designated for the assignments to be completed and the other for assignments that have been completed.

   Workbaskets are a highly effective means of assisting students in keeping materials organized and in a sequential order. The baskets have been used in a variety of ways, such as setting them on the student's desk or nearby, or by placing them all in a central location across the room. The latter is the preferred way because (a) it reduces anxiety in the student by removing from constant view all the assignments he has to do for one period of time; (b) it makes it easier for the teacher or the aide to check papers that have been done and to recycle assignments that need corrections; and most important of all (c) it provides the opportunity for the student to move about the classroom purposefully and at the same time gives the student an opportunity to relax, stretch and engage in classroom-appropriate behaviors. If a student were always kept in a situation where non-appropriate classroom behaviors could not occur, he is deprived from the opportunity of learning self-control and hands-to-yourself behavior.

6. A Reinforcement Area where students may engage in special activities, such as games, free reading or exploration, is a highlight of any classroom. The center should be in one corner of the room, if possible, and where whatever activities are available will not be highly distracting to the other members of the class who are working on assigned tasks. Ideally, the area would be at least partially screened as are other areas within the room. Sufficient space should be provided to allow for a variety of reinforcement options.

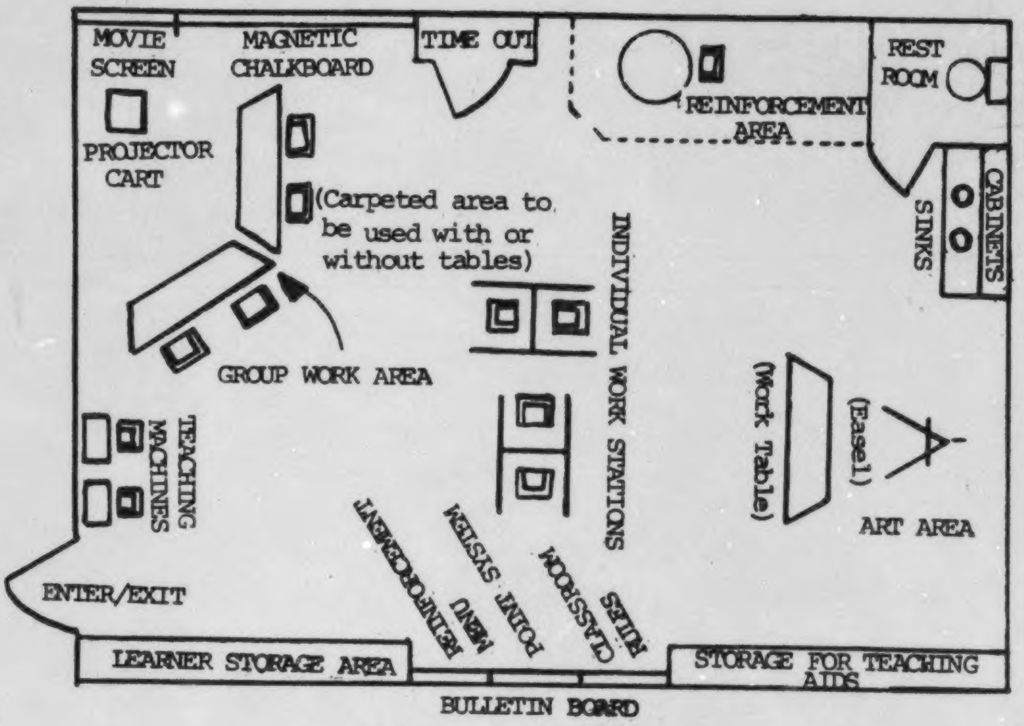
7. Wall Areas for Displaying Classroom Rules and the Reinforcement System is a must for the classroom. These wall areas should be in open view of all class members at all times because the information contained on them should serve as a constant reminder.

8. Screens around certain designated areas in the room are highly desirable because they serve to reduce the visual stimuli and give students some privacy; however, when using screens, keep in mind that they must be low enough for the teacher, when standing, to see all areas of the classroom. Commercial screens are available; however, they are usually too tall. The teacher could use low file cabinets, heavy duty appliance boxes cut to appropriate height or may get parent groups to construct the screens." (Bullock, 1975, p. 8)


BULLETIN BOARD
CABINETS
REST ROOM
SINKS
ART AREA
(Easel)
(work table)
CLASSROOM RULES
POINT SYSTEM
REINFORCEMENT MENU
STORAGE
STORAGE FOR TEACHING AIDS
REINFORCEMENT CENTER
TABLE
FACILITATIVE INSTRUCTIONAL AREA
WORK TABLES FOR PERCEPTUAL-MOTOR ACTIVITIES
TAPE RECORDER AND FILM STRIP PROJECTOR
SCREENS
(Screen)
WORK BASKET AREA STORAGE
TEACHING MACHINES
SCREENS
TEACHER
AIDE
(Carpeted area to be used with or without tables)
GROUP WORK AREA
BULLETIN BOARD
REINFORCEMENT MENU
POINT SYSTEM
CLASSROOM RULES
INDIVIDUAL WORK STATIONS
PROJECTOR TABLE
ENTER/EXIT
LEARNER STORAGE AREA
TIME OUT
TIME OUT
MAGNETIC CHALKBOARD
SCREEN MOVIE

SUGGESTED FLOOR PLAN
FOR
SELF-CONTAINED CLASSROOM

(Bullock, 1975, p.9)


MOVIE SCREEN
MAGNETIC CHALKBOARD
TIME OUT
REINFORCEMENT AREA
REST ROOM
PROJECTOR CART
(Carpeted area to be used with or without tables)
CABINETS
SINKS
INDIVIDUAL WORK STATIONS
GROUP WORK AREA
TEACHING MACHINES
(Work Table)
(Easel)
ART AREA
ENTER/EXIT
REINFORCEMENT MENU
POINT SYSTEM
CLASSROOM RULES
LEARNER STORAGE AREA
STORAGE FOR TEACHING AIDS
BULLETIN BOARD

SUGGESTED FLOOR PLAN
FOR
RESOURCE ROOM

(Bullock, 1975, p. 12)

C. METHODOLOGY

The effectiveness of the student's instructional program will be determined primarily by the student's teacher. Fenichel states that, "the classroom, curriculum, atmosphere, grouping, scheduling, regulations and routines and how they are handled by the teacher, all have implications and potential for positive learning and socializing experiences that can induce change, adjustment and growth." (Long, Morse, Newman, 1973, p. 342)

Fenichel also cites that "through well-planned daily programming and procedures with consistency of purpose and direction, many of these children begin to have some understanding of what is expected of them. Increased demands and expectations are made upon each student as he progresses." (Long, et al., p. 342) It is also important that the teacher allow for flexibility in routine and schedule as well as provide definition, structure and support to every activity.

Following is a list of points and suggestions that may be valuable in helping the teacher organize and plan an effective management system:

1. General Classroom Management

    a. The student needs support from structure. Routine is very important to the student in that it offers students guidelines for their actions and it also provides them with a sense of security. The teacher should establish a classroom structure that is reasonable and in a format the student can tolerate. In some instances it may be helpful to attach a schedule of daily activities to the student's desk.

    b. Students need to know exactly what is expected of them. Reasonable expectations in the form of classroom rules may help the student better understand what is expected of them. "Classroom rules should be few, simple, enforceable and applicable to all students." (Bullock, 1976, p. 13)

    c. Students need to be successful in order to enhance their self-concept and provide motivation for learning. From the beginning of the program it is important that the teacher build some measure of success, however small, into every individual and group activity.

    d. The classroom atmosphere should be comfortable and non-threatening. This may be achieved to a large extent through providing adequate structure and program planning. The teacher also needs to provide a warm and accepting environment by demonstrating a positive and enthusiastic attitude toward the student and the instructional program.

e. A system should be developed to motivate students to meet classroom expectations. The student should understand what behaviors constitute rewards and the rewards should be given immediately. A token system is a reinforcement system which may be effectively utilized in the classroom. In this system the student is rewarded with tangible items such as points, check marks, stars and chips which may later be exchanged for desired activities or objects.

f. Students should be introduced into the classroom one at a time. The least severe should be introduced first, since students with less severe problems become integrated into the new learning environment more quickly than those students with severe behavior problems. Also, the students with less severe difficulties may serve as models for the more severely handicapped students.

g. It is important to make the new student comfortable in the new classroom setting. The teacher should carefully explain classroom rules, procedures, schedules and expectations to the student. The student should be assigned to his/her place in the classroom. The assignment of a buddy may also help the new student feel at home.

h. Group experiences should be utilized to encourage interpersonal development and socialization skills. Students need to feel comfortable in their environment before they are introduced into group activities. The teacher may initially group only two students together and then gradually increase the size of the group as the students feel comfortable and respond to the group setting. The group may help the student develop a sense of belonging, of being liked and in turn the student may learn to like others. The student also learns certain procedures that are important for group living, learning to wait, take turns, ask for, share, postpone and to comply as well as assert. Through group experiences, students begin to recognize and respect the presence, needs and rights of others. Gearheart and Willenberg (1974) cite considerations important to planning group activities:

- how can the student be situated so that he/she can learn constructively?
- in what situation will the student best be able to contribute to the learning of others in his/her group?
- how can the student be positioned so that he/she can derive support and reinforcement for positive behavior and enhancement of self-imagery and feelings of personal integrity?
- how can grouping promote stimulation or motivation for the student to initiate and complete tasks or to share and enjoy the achievements of others?

2. Managing Individual Behaviors

The behavioral approach to the management of behavior problems is an effective and useful technique that should be thoroughly understood by the teacher. The behavioral approach may be implemented individually with each student using different types of reinforcements and according to different schedules of reinforcement. Behaviors may be increased or decreased according to the specifics of each plan.

a. The following four steps are essential to a behavioral management plan:

Select specific behaviors for change

Make sure these behaviors are specific, observable and measureable. It is important not to try to change too much at once, so set up priorities and concentrate on a few behaviors at a time. Remember to specify behaviors to be increased as well as those to be decreased.

Record

It is necessary to know at what rate selected behaviors are occurring in order to know the effectiveness of the behavioral management plan. An observation system should be utilized recording the rate of occurrence as well as antecedent and consequential events. The teacher may also be better able to decrease or increase specific behaviors if he/she understands under what conditions the behaviors occur.

Selecting a Reinforcement System

A reinforcement system should be determined considering what reinforcements are appropriate in a given setting and what reinforcements are of particular value to the student.

Evaluate

It is essential that both the teacher and student have feedback on what is happening to the specified behaviors. The teacher should compare records after consequating with those taken before and evaluate results.

b. Positive reinforcement increases the probability that the reinforced behavior will occur again. It is an invaluable technique to the teacher if he/she understands how to correctly and consistently use it. The following need to be considered when designing and implementing a reinforcement system:

Types of Reinforcement

The following is a list of several types of reinforcements with examples of each type. Most of these reinforcements may be easily provided and used by the teacher. (Clarizio, McCoy, 1976, p. 502)

"*Tangible Rewards:*

Candy
Popcorn
Whistles
Stars
Trinkets
Points
Money
Comics
Baseball cards
Athletic passes

People Rewards:

Praise
A smile
A wink
Expressing interest
Physical nearness
Approval
Picking teacher as a playmate
Showing respect
Having parents sign note of good behavior
Membership in "Who's Who Club"

Activity Rewards:

Going on field trip
Choosing your own seat
Reading a favorite story
Putting head down and resting
Doing crossword puzzle
Drawing
Cleaning erasers
Tutoring
Having a "rap" session
Getting extra recess

Intrinsic Rewards:

Overcoming a problem or handicap
Success experiences
A sense of pride in accomplishment
Allowing student to plot his progress

Using content that is humorous, dramatic or surprising
Letting the student catch teacher mistakes
Providing for repetition by converting drills into games
Allowing student to explore his curiosity about a topic
Developing a sense of mastery
Allowing student to vary methods by which he learns, e.g., use of slides
Writing creative short stories"

The teacher's main concern is to select the type of reinforcement that is most reinforcing to the student. The teacher may accomplish this in several ways:

- choose something you think will work and try it.
- provide a reinforcement menu in which the student may select one of several reinforcements.
- use the premack principle - The teacher uses a highly reinforcing activity to reinforce non-preferred tasks. The teacher makes the highly reinforcing activity contingent upon the non-preferred task.
- it is important that the teacher use different types of rewards and combinations of rewards rather than overusing a single reward.
- primary reinforcement is an appropriate and powerful reinforcement for younger children as well as those older children functioning on lower levels. Primary reinforcement, used in an educational setting, usually consists of small candies, sugar-coated cereals, potato chips, pretzels, cake or orange juice. All primary reinforcers are administered in small amounts so as not to satiate the receiver. As with other types of reinforcers, primary reinforcers should always be paired with social reinforcement, i.e., smiles, praise, physical contact, so that the latter may acquire the power of the former, which may eventually be faded from the reinforcement schedule.

Schedules of Reinforcement

When a student is acquiring a new behavior he/she should be reinforced 100% of the time. The greater the frequency and amount of reward, the faster a behavior is learned.

Once the behavior has been acquired, reinforcement is only necessary for the maintenance of the behavior. Intermittent reinforcement is more effective with behaviors that have been acquired in that, intermittent reinforcement renders the behavior less subject to forgetting.

If a student does not display rewardable behaviors, the teacher should reward successive approximations or use modeling procedures to elicit a desireable behavior.

Timing of Reinforcements

This is an area that requires careful planning. Initially in the acquisition of a behavior, the teacher should reinforce immediately after the desired behavior occurs. Also, initially, with acting out youngsters, reinforcement should be immediate because many of these youngsters are unable to delay gratification. However, the interval between desired response and reinforcement may gradually be increased for students, depending on the individual characteristics of the student.

3. Specific Techniques for Managing Behavior

The teacher with a well designed classroom should find these techniques useful in handling the surface behavior of his/her students. These techniques should be applied systematically in conjunction with a defined behavioral management program. (Long, 1966, p. 52)

a. Planned ignoring - Ignore inappropriate behavior, until the student's behavior becomes appropriate. This should always be followed by an approval response as soon as the behavior becomes appropriate. The following considerations should be given to this technique:

  - Behaviors that are potentially dangerous should not be ignored.
  - Ignoring behavior may be a very inefficient technique if the behaviors provide their own reinforcement.
  - The teacher will have to decide what he/she can ignore and which behaviors will respond to planned ignoring. It should be remembered that often when you ignore, inappropriate behavior often initially increases (sometimes for long periods) before it is eliminated.
  - The teacher may also give attention to a student who is behaving appropriately while ignoring inappropriate behavior.
  - Students are also excellent modifiers of behavior. Getting other students to reward appropriate behavior and ignore inappropriate behavior may be a highly effective technique.

b. "Signal interference - signals that communicate to the student a feeling of disapproval and control. These non-verbal techniques include such things as eye contact, hand gestures, tapping or snapping fingers, coughing or clearing one's throat, facial frowns and body postures. Such non-verbal techniques seem to be the most effective at the beginning stages of misbehavior." (Long, 1966, p. 52)

c. Proximity control - This is especially appropriate for very young students. The teacher by standing near a student who is having difficulty operates as a source of protection, strength and identification for the student.

"The advantages of these three techniques, planned ignoring, signal interference and proximity control are that they do not embarrass or even identify the student in the group. All three can be used while maintaining the classroom program." (Long, 1966, p. 53)

d. Interest boosting - If the student is showing signs of restlessness, it may be helpful if the teacher shows genuine interest in the student's assignment or even mention some of the student's pet interests. Tapping a student's area of interest often helps the student to mobilize his/her forces and view the teacher as a person to please.

e. Humor - This can be bery helpful in handling behavior problems. Friendly humor can be used to elicit responses incompatible with anxiety and aggression. The use of humor also shows the student that the teacher is also human and that he/she is secure enough in his/her role to be able to joke.

f. Restructuring the classroom program - It may be helpful to restructure the classroom program or redirect a specific activity if tension is building or frustration ensues. Activities should be terminated before it becomes bogged down by inattention, disinterest, frustration or failure.

g. Hurdle help - Disturbing behavior is not always the result of some inner problem. Sometimes the student is frustrated by the classroom assignment. In this situation the student is likely to translate his/her frustrations into inappropriate behavior. The solution is to provide the student with the help he/she needs before the student gets out of hand.

h. "Antiseptic bouncing - When a child's behavior has reached a point where you question whether or not he will respond to verbal controls, it is best to ask him to leave the room for a few minutes - perhaps to get a drink, wash up or deliver a message. In antiseptic bouncing, there is no intent to punish the child but simply to protect and help him/her or the group to get over feelings of anger, disappointment, uncontrollable laughter, etc." (Long, 1966, p. 54)

i. Removing seductive objects - Certain objects have particular appeals and can be distracting for students. These objects should be removed from the classroom or put out of sight within the classroom.

j. Time-out - This involves the removal of the opportunity to receive reinforcement for a specified interval of time. Usually the student is removed from the classroom to a special facility or to a special area within the classroom. Time-out should be used for only five and ten minute intervals. For suggestions concerning time-out areas see section Xll, B, 3.

k. Counterconditioning - A technique useful for changing acting out behavior is to encourage a behavior in the classroom that is in conflict with the acting out behavior.

l. Physical intervention - Sometimes a student acts out in the classroom in a way that is harmful to the student and/or to others. In this situation physical restraint may be the only option open to the teacher. This is not intended in any way to be corporal punishment. The following should be used when restraining a student. (Long, 1966)

- The adults approach must be protective and not counter-aggressive
- The student should be held firmly, but not roughly
- The adult should cross the student's arms in front of the student while the adult behind the student is holding on to the student's wrists. Occasionally it is necessary to hold a student on the floor in this position.
- The teacher may reassure the student while physically restraining the student that he/she will be alright, that the angry feelings will pass and that the teacher will take care of him/her

The above list is not meant to be an inclusive list on the management of behavior, but rather indicates methods that have been successful in the management of problem behaviors. There are other techniques that may be useful to the classroom teacher, such as counseling techniques, life space interviewing, relaxation exercises, etc. However, the effective use of these and other techniques depends on the knowledge and expertise of the teacher.

D. CURRICULUM

Curriculum should be understood as a course of study and should represent areas of learning and sequences of skills to be learned. A curriculum for the emotionally handicapped student should include (but not be limited to) the following areas: academics, behavior, communication and socialization. Wood (1975) identified the following five standards used in constructing a therapeutic curriculum:

1. The curriculum should be broad enough to cover any serious emotional or behavioral problems observed in the student.

2. The curriculum should provide for sequences of experiences which stimulate growth and utilize new skills as they emerge in the student.

3. The curriculum should be adaptable to individual differences, yet effective and applicable in a group setting.

4. The curriculum should be broad enough for parent and teacher judgement, yet specific enough to provide objective evaluation.

5. The curriculum should include several essential processes:

   a. a process for meaningful experiences, not dependent upon verbal ability.
   b. a process for constructive learning.
   c. a process appropriate to a student's individual sequence of maturation.
   d. a process appropriate to the sequence of normal maturation for students.

   In addition, the following factors are crucial to planning an individualized curriculum:

   - the student's present level of functioning
   - goals and objectives for the student
   - available resources and materials
   - the student's individual modes and styles of learning
   - past performance utilizing various methods and materials
   - time to implement various methods and materials
   - student preferences and motivations toward achieving goals

E. GENERAL TEACHING TECHNIQUES FOR THE EMOTIONALLY HANDICAPPED

The instructional program may be used to effect positive change in the student's behavior, as well as build academic skills.

The teacher should use observation, informal and formal diagnosis in order to plan an appropriate individualized instructional program for the student. Information already available from former teachers and testing may be utilized in developing the instructional program, along with further assessments deemed necessary by the teacher. Key concepts important for implementing the educational plan have been formulated by Fagen, Long and Stevens, as cited by Long (1973, p.365).

1. "Start at or below functional level. Always try to proceed from a point that the child can handle. Work up to harder tasks gradually and avoid presenting tasks that cannot be simplified or modified when necessary.

2. Increase difficulty by small steps. Try not to force big jumps in skill development unless the child's readiness and self-esteem are sufficient. Usually it will be best to proceed by gradually increasing difficulty, building harder requirements on top of earlier accomplishments.

3. Place teaching tasks in a developmental sequence. Attempt to organize tasks so that high-order skills follow on development of more elementary skills. Break complex tasks into separate components and order them sequentially (for example, kicking a ball requires left-right discrimination, balancing on one foot, freedom to move).

4. Provide positive feedback. Be sure to indicate through praise, gestures, pictures, charts, video tapes, or some other method that progress is being made. Do not overdo praise so that it sounds artificial or untrue, but use it freely. Frequently remind the child of gains made since he started - often this offsets discouragement during plateau phases.

5. Strengthen by repetition. Return to earlier tasks often during the year, and always repeat the last few tasks performed at a prior session.

6. Show appreciation for real effort. Of critical importance is offering recognition for effort rather than the more usual practice of recognizing results. Work at converting appraisal methods so that success is defined relative to child's base-line level and the progress he has made. Appreciation for goal achievement is also important, but should never be praised at the expense of real effort.

7. Enhance value of skill area. Unless the particular skill being taught is perceived as valuable by the child, meaningful change is not likely. The enhancement of value is therefore a sine qua non for effective teaching.

8. Maintain flexibility and enjoyment. The planned program is never sacrosanct and should always be subject to modification. Combat boredom, fatigue and restlessness with appealing educational games that may or may not have teaching value. A change of scenery by interesting trips, walks, or outdoor activities can be beneficial, and these may be used as rewards for hard work.

9. Prepare for real life transfer of training. Keep in mind that learning tasks are not ends in themselves but gateways to satisfactions in everyday life. Transfer can be optimized by extending and generalizing the learning tasks to as many everyday activities as possible.

10. Plan short, frequent, regular training sessions. Hold teaching sessions at the same time and place, daily if possible, and for periods of no more than one half hour. Sharp, energetic, complete attempts at a few tasks in a short session are better than half-hearted, apathetic tries at many." (p. 365, 366)

F. SPECIFIC TEACHING TECHNIQUES FOR CHILDREN WITH SEVERE EMOTIONAL HANDICAPS

"1. Demand eye contact from child.

   a. "Look at me."
   b. Physically turn the child's head toward you.
   c. Remove items child may be playing with or looking at.
   d. Put reinforcement by eyes.

2. Qualify "good".

   a. Tell the child exactly what it is that you like that he's doing.
   b. "That's good looking at me."
   c. "That's good coming over to the table."

3. Set contingencies.

   a. Must make it worthwhile for the child to work.
   b. State the contingency positively.
   "As soon as you do the Frostig, you may listen to a record", or, "Those people who string beads get to walk downstairs and get a drink."
   c. Remind the children of the contingencies.

4. Verbally cue the children.

   a. Tell them what something is before asking what it is.
   b. "This is a ball. What is it? It's a ____."
   c. Give the first letter of a word if necessary. "This is a ball. What is it? It's a b___."

   d. If a child who has language responds with one word to a question, say "That's nice talking, but tell me in a sentence."
   e. Cue a child to speak in sentences by giving him the first word of a sentence. (Teacher) "Tell me what you want?" "I ________________."
   f. If necessary, have a child speak in sentences by repeating each word of the sentence after you. (Teacher) "I want a puzzle." (Child) "I want a puzzle."

5. Encourage even unintelligible sounds such as babbling by "That's good talking" or "That's good trying to talk."

6. Physically cue the children.

   a. Point to the correct answer or picture.
   b. Place hands and arms over incorrect selections when asking child to pick out something so he can't pick out the wrong cards. Only the correct selections will be left to pick up.
   c. Place hand next to correct selection with palm up.
   d. Physically manipulate the child's body to put him through the task. Physically make the child pick up a card, scribble with a crayon, throw a ball, etc.

7. Sequence of cueing.

   a. Tell the child what to do. If he does not follow the command:
   b. Pair gestures with the verbal command.
   c. If he still does not follow the command physically put him through the motions.

8. Talk to the children constantly.

   a. Positively reinforce the children often. "That's good sitting." "That's nice working quietly."
   b. Reinforce trying. If a child makes an incorrect response, reinforce him with: "That's good trying" or "That's good handing me the picture of the baby, but I want the picture of the book."
   c. Avoid using negatives. Reword statements so that they are in positive terms. Tell the child what to do rather than what not to do. "Don't scream" can be stated, "It's time to sit quietly." "Don't touch" can be stated, "Keep your hands to yourself."
   d. Use the phrase, "It's time to ...." whenever there is to be a change in the child's behavior.
      "It's time to work."
      "It's time to listen to a record."
      "It's time to sit on the floor."

e. Talk in a pleasant tone. Avoid sounding cross with the children.
f. Avoid asking yes/no questions unless you can accept a "no" answer from the child. You've given him a choice, now honor it.
g. Be enthusiastic. Especially if a child has lost the reinforcement, make comments regarding how much fun the other children are having or how good the edible is.
h. Tell the child what is happening.
If there is a delay such as when the teacher can't find a certain material, tell the children what you are doing.
i. Correct pronoun reversals.
Teacher - "Do you want me to tie your shoe?"
Child --- "I want you to tie your shoe."
Teacher - "Tie my shoe."
j. Avoid using our or we unless the teacher is actively involved.
Ex.: "I'm going to tie our shoe." (your)
May use sign language in addition to regular language.

9. Do not give eye contact or talk directly to a child when he is engaged in inappropriate behavior.

a. Use contingencies to get the child to attend without using his name.
Ex.: "Those people who sit in their seats get to ....."

10. Avoid showing the child that you're upset with him.

a. Do not talk about his inappropriate behavior in front of the child.
b. Avoid making facial expressions denoting displeasure.

11. If child becomes aggressive when hugging or embracing the teacher, let your body become limp; the child will usually let go.

12. Ignore inappropriate behavior.

a. Ignore as much inappropriate behavior as possible, screaming, hitting table, etc.
b. However, physically intervene when child can injure himself or his peers.
c. Once you've started to ignore a behavior, you must continue until the behavior ceases.
d. To aid in ignoring the child, you can strip the class of materials, or have an aide take the rest of the children out of the room.

13. Control the physical environment.

a. Keep materials out of reach of the children if you don't want the child to have it.

    b. Keep chalk, erasers, etc. in a spot away from the children.
    c. Keep material out of sight if the children are easily distracted.

14. Utilize the Premack Principle scheduling.

    a. Principle--If Behavior A is a low probability behavior and Behavior B is a high probability behavior, one can increase the occurrence of Behavior A by making Behavior B contingent upon Behavior A.
       If A → then B.
       We schedule throughout the day using a +/- coding. A plus (+) indicates a like or a strength; a minus (-) indicates a dislike or a weakness.
       We begin each day on a plus(+) activity, and we end each day on a plus (+). The first plus (+) activity in the morning is called a desensitizer. This should be an activity not normally associated with school, i.e., balloons, bubbles, etc. We want the children to start off the day with the feeling that school is a "neat place to be.
       We always end on a plus (+) so the children will leave school with a good feeling.
       By using the Premack Principle, the teacher has built-in contingencies to use throughout the entire day. It may help her cut down on using edibles as reinforcers. She can tell the child, "As soon as you do (-activity), you can do (+activity).
    b. Include movement in the schedules especially for the hyperactive child.
    c. Take cues from the children as to how long an activity should last. There is no use in continuing the activity if the children aren't attending.

15. Make transitions between activities smoothly.

    a. Have the children help put materials away; allow them to put lids on boxes, caps on cans, etc.
    b. Keep the children occupied between the activities; have them move to the next location for the upcoming activity.
    c. Use the following sequence of language between the activities:

       1. "It's time to put __________ away."
       2. "It's time to work."
       3. "It's time to push your chairs to the flannel board," or "I want to sit at the table."

16. Structure classes with models.

    a. Include a behavior, language and social model in each class.
    b. Teachers and aides should act as models for the children.
    c. Be creative.

17. Write or phone the parents about the "good" things the child is doing.
John Condi, principal of a school in Rockford, Illinois, found this so rewarding, he phoned six parents every day." (Source unknown)

G. THE TRANSITION TO THE REGULAR PROGRAM

The primary goal of the program for the emotionally handicapped is to effect a positive change in the student's behavior so that the student may return to the regular instructional program as soon as possible. Provisions for the least restrictive environment should be included in the development or educational plans (see section VII and appendix, form L). The following should be considered during the transition of a student into the regular program:

1. Gradually include the student into the new program. Initially, brief periods in art, music or recreation activities are suggested or any other activities that are pleasurable to the student. Academic activities may be included as the student responds to the group setting.

2. Provide close communication with the new teacher. This will help provide for a smoother transition and also allow for continuity between the programs. The teacher of the emotionally handicapped may provide the regular teacher with specific information concerning the student's behavior and specific ways to deal with these behaviors. Teachers may also share the objectives for the student and ways of realizing these objectives. Continual support and assistance may be especially helpful for the regular education teacher who may be apprehensive working with the new student.

3. Solicit the help and cooperation of the principal. A supportive and cooperative principal may be helpful in the transition process. The principal may provide support for the regular teacher and generally promote the acceptance of exceptional students.

4. Carefully monitor the student's progress in the new setting. What is the student's reaction to the new setting? How is the student being accepted by the group? In what additional ways may transition be made smoother?

A follow up program should be initiated after the student returns to the regular instructional program. This is to insure that appropriate services and support will be provided to insure continual adjustment and growth.

H. PERSONNEL INVOLVED WITH THE INSTRUCTIONAL PROGRAM

The teacher of the emotionally handicapped student is not the sole determiner of a successful instructional program. Other personnel that may directly affect the student's instructional program include the following:

1. Principal

    a. Promotes the intent of the emotionally handicapped program to the entire school facility.
    b. Insures that the program is an integral part of total school activities.
    c. Assists in parental concerns and assumes responsibility for administrative decisions.
    d. Supports the teacher as needed.

2. Teacher's Aide

    a. Assists the teacher in operationalizing the educational plans as deemed appropriate by the teacher of the emotionally handicapped.
    b. Assists the teacher in clerical tasks.

3. Therapists

    Music Therapist

    a. Uses music to set the tone or mood for experiences in the classroom.
    b. Uses music to teach basic academic tasks.
    c. Assists the student in using music as a natural mode of expression.
    d. Uses music in group activities to develop socialization and communication.

    Occupational Therapist

    a. Plans and directs educational and recreational activities to help the student regain stability and become self-sufficient.
    b. Assists the student in learning daily routines such as eating, dressing and writing.
    c. Assists student in preparing for employment.

    Play Therapist

    a. Enhances cognitive and expressive communication in children through play experiences.
    b. Allows child to become aware of and express feelings through the medium of play.

Recreation Therapist

a. Assists the student in developing motor and social skills.
b. Consults with teachers as to specific techniques and strategies to facilitate self expression and coordination.

Speech Therapist

a. Assists students in developing speech and language skills.
b. Consults with teachers as to specific techniques and strategies to facilitate speech and language development.
c. Observes and participates in behavioral management strategies.

(Also see Supportive Services, Section XIII)

XIII. SUPPORTIVE SERVICES

6A-6.341(2)(j) "Supportive services are media and material services, assessment, student services, parent education and counseling services, and treatment services."

The following information will be specified in district procedures for supportive services:

a) appropriate supportive services that will be provided
b) who will provide the services

Students with emotional handicaps exhibit a wide range of behaviors; therefore, a support team with varied orientations and training is desirable in constituting optimal educational programs. The responsibilities of various educational team members include (revised from Kelly, T., Bullock, L. and Dykes, M., 1974, pp. 39, 41-43):

A. STUDENT SERVICE PERSONNEL

1. School Psychologist

   a. Responsible for observation, testing and diagnosis.
   b. Translates test information into educationally relevant suggestions.
   c. Supervises evaluative procedures.
   d. Consults directly with teachers and other school personnel.
   e. Provides inservice training on behavior management techniques.

2. School Guidance Counselor

   a. Participates in screening, referral and placement processes.
   b. Observes and participates in behavior management strategies.
   c. Consults with teachers with regard to specific interaction techniques designed to assist the student.
   d. Provides on-the-spot guidance and support to students who may have minor or temporary emotional problems which do not require special class placement. This provides important preventative intervention as well.

3. School Social Worker/Visiting Teacher

   a. Serves as liaison between student, family, community agencies and the schools.
   b. Coordinates social services for the student and the family.
   c. Consults with families to assist them in child rearing practices.
   d. Contacts social and medical agencies regarding referrals from the school.
   e. Assists the return of the student to regular class placement.

B. INSTRUCTIONAL SUPPORT RESOURCES

1. Florida Learning Resource System (FLRS)

   a. Provides a variety of instructional materials, media and audio-visual equipment for the teacher.
   b. Directly assists the teacher in the selection, utilization and evaluation of instructional materials, media and audio-visual equipment.

2. Teacher Education Centers

   a. Determines the training needs of teachers.
   b. Plans training activities for staff.
   c. Delivers services that are responsive to teacher needs.

3. Regional Diagnostic and Resource System

   a. Provides activities designed to achieve public awareness, location, evaluation, diagnosis and educational programming for students not receiving an education.
   b. Assists districts in providing a responsible range of medical, physiological, psychological, educational and other testing services designed to evaluate and diagnose exceptionalities.

c. Assists in referral for necessary instruction and services.
d. Provides consultant or resource services to parents, school personnel and community organizations.
e. Promotes, organizes and provides inservice training for personnel providing diagnosis and evaluation for public school exceptional students.

4. Vocational Rehabilitation Counselors

a. Determination of specific strengths, weaknesses, needs and interests of the individual as related to job placement.
b. Provision for appropriate placement according to the individual's profile.
c. Provision for vocational training (whether on or off the job).
d. Follow-up and job related counseling.

C. MEDICAL SERVICES

1. School Nurse

a. Facilitates referrals for medical and/or social services for students.
b. Serves as a consultant on matters related to student development, especially in the physical and emotional/social areas.
c. Serves as liaison between community agencies, family and the school.

2. Pediatricians and Physicians

a. Provides for student's physical well being.
b. Makes referrals to other medical specialists.
c. Evaluates medical problems of referral from educational personnel.
d. Participates in behavior management strategies in conjunction with medical treatment.
e. Communicates to educational personnel the specific medical needs of students.

3. Hospital Nurse

a. Implements school medical programs.
b. Observes and participates in behavior management strategies.
c. Serves as liaison between educational specialist and other medical personnel.

D. COMMUNITY SERVICES

1. Department of Health and Rehabilitative Services
    - a. Children's Medical Services Program Office
    - b. Mental Health Program Office
    - c. Social and Economic Services
    - d. Vocational Rehabilitation Program Office
    - e. Youth Services Program Office
2. Psychiatrist/Clinical Psychologist
    - a. Consults with program director and staff.
    - b. Participates in determination of program and management strategies.
    - c. Provides counseling services for parents.
    - d. Provides individual therapy for students.

E. ORGANIZATIONS CONCERNED WITH THE EMOTIONALLY HANDICAPPED

1. Community Mental Health Groups
2. Council for Exceptional Children
3. National Society for Autistic Children
4. Parent-Teacher Association
5. Involved Parent Groups

XIV. INSERVICE EDUCATION

Inservice education is a very important aspect of total program planning for the emotionally handicapped. It is crucial that school personnel be provided sufficient opportunity to understand the purpose and function of all aspects of special programming for emotionally handicapped students. Inservice education may be provided on a variety of topics, in a variety of ways and by different services. The following suggestions are offered to assist in the development of a comprehensive inservice schedule (Bullock, 1972, pp. 26-28):

A. PREPLANNING DAYS

1. Administrative Policies
    - a. referral procedures for evaluation
    - b. staffing procedures for placement
    - c. staging students into the special program and returning students to the regular program
    - d. reporting student progress to parents, school personnel and other concerned professionals/agencies
    - e. philosophical orientation upon which programs have been developed including statement of program goals (i.e., structure, ecological)
    - f. classroom design for maximum effectiveness
    - g. procedures for requesting materials and equipment

2. Educational Planning
    - a. instruction in the use of standardized assessment instruments
    - b. initial and ongoing evaluation of student progress
    - c. curriculum ideas and implementation
    - d. developing and recording educational plans
    - e. evaluating student progress and educational plans

3. Supportive Services
    - a. information regarding the availability of community services
    - b. process through which community services may be obtained
    - c. services available through school personnel

B. ONGOING INSERVICE EXPERIENCES

1. Demonstrations of instructional materials
    - a. commercially prepared programs
    - b. adaptations of commercially prepared programs
    - c. teacher-made materials

2. Demonstrations of equipment (i.e., video-tapes, language master, Hoffman reader, tape recorder) accompanied with specific suggestions for the instructional program.

3. Presentation of video-tape of teachers in the classroom with the opportunity to critique each one.

4. Alternatives for the management of behavior (i.e., behavior modification, role playing, reality therapy, life-space interviewing).

5. Establishing a reinforcement hierarchy for each student and its utilization in accelerating academic performance.

6. Charting student progress.

7. Methods for writing units of instruction and behavioral objectives.

8. Techniques for sequential programming.

9. Observational systems.

10. Reviews of professional literature (i.e., books, journals, reports).

C. ADDITIONAL ALTERNATIVES FOR INSERVICE PROGRAMS

1. Classroom visitation. This provides teachers the opportunity to see other techniques being utilized in teaching skill areas and in the management of behavior.

2. Teacher meetings. Opportunities for teachers to get together to discuss common problems and possible solutions is a valuable experience professionally and even therapeutically when structured in the proper environment. This may be especially beneficial to a teacher who works in a facility where there are no other special program teachers.

3. Visiting professors, extension courses and consultants. This is usually a more expensive approach to inservice; however, it is probably one of the better ways to assist teachers in staying current in the overall field in which they work. School personnel have frequently been able to negotiate with nearby colleges or universities and design extension courses based upon the needs of the teachers. An ongoing use of consultants where follow-up is possible has been found highly beneficial.

4. Special workshops or institutes. Institutes and workshops which are designed for teachers from the local district or which include teachers from neighboring school districts has been a highly effective means of dealing with curricular or management problems. Video tapes can be utilized effectively to demonstrate specific instructional sequences or management techniques.

5. Professional library. Teachers may be encouraged to keep abreast of current trends in the field if books, journals and reports are made available for their use. These should be housed in a central location with loan privileges. A review of current literature may be a small part of some of the regularly scheduled ongoing inservice programs.

6. Newsletters. Although time consuming unless adequate office personnel is available, the newsletter is an excellent means to assist teachers in staying in contact with the happenings of the total program.

7. Fellowships and Scholarships. Teachers may be encouraged to continue their formal training by making available addresses and applications of local, state or federal agencies through which financial assistance may be obtained.

8. Professional Conferences and Conventions. Most professional conferences or conventions are held annually and usually are scheduled during the school week. It is highly desirable that administrators design plans whereby teachers may attend. Such opportunities are perhaps the best morale boosters available.

Inservice education designed for professional growth will make significant contributions to those involved in the educative process. Wise administrators will make available a variety of opportunities for staff development.

D. PROVISIONS FOR INSERVICE INSTRUCTION

Districts should utilize available resources and funds in providing inservice instruction for staff involved with the emotionally handicapped. Three systems which provide locally accessible services to Florida's exceptional student educators are:

1. Florida Learning and Resource System (FLRS)

    a. Provides a variety of instructional materials, media and audio-visual equipment for the teacher.
    b. Directly assists the teacher in the selection, utilization and evaluation of instructional materials, media and audio-visual equipment.

2. Regional Diagnotic and Resource System for Exceptional Students

    a. Provides consultant or resource services to parents, school personnel and community agencies.
    b. Promotes, organizes and provides inservice training for personnel providing diagnosis and evaluation for public school exceptional students.

3. Teacher Education Centers

    a. Determines the training needs of teachers
    b. Plans training activities for staff
    c. Delivers services that are responsive to teacher needs
    d. Evaluates training services

XV. PARENT INVOLVEMENT

The importance of the home in which the exceptional student resides should not be overlooked. The home can be a valuable asset in the resolution of problems. When students, parents and teachers understand the educational goals, better communications are established which assist in the early realizations of the stated goals. In order to solicit the help and cooperation of the student's parent(s) and enhance the student's growth, the following are recommended:

C. ADDITIONAL ALTERNATIVES FOR INSERVICE PROGRAMS

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1. Parents will be fully informed in all decisions that affect the educational programming of their student. In order to meet the minimum due process standards in identification, evaluation and educational placement of handicapped students, the parents should be provided with the following:

   "a. Written notification before evaluation. In addition, parents have the right to an interpreter-translator if their primary language is not English.
   b. Written notification before change in educational placement.
   c. Periodic review of educational placement.
   d. Opportunity for an impartial hearing including the right to:

      Receive timely and specific notice of such hearing
      Review all records
      Obtain an independent evaluation
      Be represented by counsel
      Cross examine
      Bring witnesses
      Present evidence
      Receive a complete and accurate record of proceedings
      Appeal the decision

   e. Assignment of a surrogate parent for students when:

      The student's parents or guardian is not known
      The student's parents are unavailable
      The student is a ward of the state

   f. Access to educational records" (Abeson, Bolick, Hass, 1975, pp. 20, 21).

2. Parents must be encouraged to participate in the placement and educational planning of their child. The staffing committee will inform the parents/guardian of the date, time and location of the staffing committee meetings. The device of parent contact and involvement should be recorded on the educational planning form.

3. Parents should be encouraged to participate in developing the educational plan for their child. (See Section VII). If the parents are not directly involved in the educational plan, the parents should be informed of the proposed educational plan.

4. Parents should be encouraged to work closely with the teacher in order to better understand their child's individual program. Sharing of information between teacher and parents will also provide for continuity between home and school.

5. Parents should be informed of specific ways in which the student may be helped at home. Information should be provided on the following (Bullock, 1972, p. 35):

a. Reward

Establish a consistent and realistic reward system of accomplishments and approximations of desired behaviors;

leave no doubt in the student's mind that he/she has done the right thing;

emphasize successes, not student's failures;

provide reinforcement immediately upon the emission of a desired behavior;

b. Discipline and Structure

Set guidelines for behavior; students desire to know exactly what is expected of them;

parents must agree on rules of conduct and the consequences;

c. Brothers, Sisters and Playmates

Student successes and failures should not be compared to other family members;

one student should not get all the attention from family members;

problems may be avoided before they start by redirecting activities and rechanneling the student's energies.

6. *6A-6.3016(5) Each district shall make provisions for a parent education program for all parents of students placed in full time special classes.*

The school system as well as other community agencies should provide parent education services. These services may take the form if discussions, workshops, group and individual counseling or other planned activities for the parents. The general long term goals for parents education are to provide:

a. Self awareness - to deal with one's own feelings of guilt or anger toward the child, to combat the "Super-Mom" expectations of some, and to become aware of the negativism in the home.

b. Knowledge (cognitive) and Understanding (affective) - to "know" and to "feel" the child's world as it must appear to him, to have some understanding of the ambiguity of the terminology of emotionally handicapped, and to explore legal considerations.

c. Knowledge of community resources - where to turn for additional help, such as Community Mental Health Centers, Big Brothers, recreational facilities, summer programs, etc.

d. Techniques and Skills - improved parent-child communication, behavior management, academic assistance.

    e. Increased home/school communication - by letting the parents know that they are an important member of the team and by giving them some role in the decisions regarding their child.

    f. Support for the parents in their difficult task of raising a disturbed child and most important ....

    g. Motivating the parents to make a commitment to change." (Morrison, 1976, Unpublished)

7. The Florida Learning Resource System (FLRS) provides information that may be helpful for the parent(s) of the emotionally handicapped student. The second edition of For Parents of Exceptional Children: A Bibliography, includes annotations of over two hundred and fifty print and non-print items of value to parents of exceptional children as well as to individuals interested in working with these parents. All materials represented in this document are available on loan from the Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Florida Department of Education, to exceptional child personnel and parents of exceptional children in Florida.

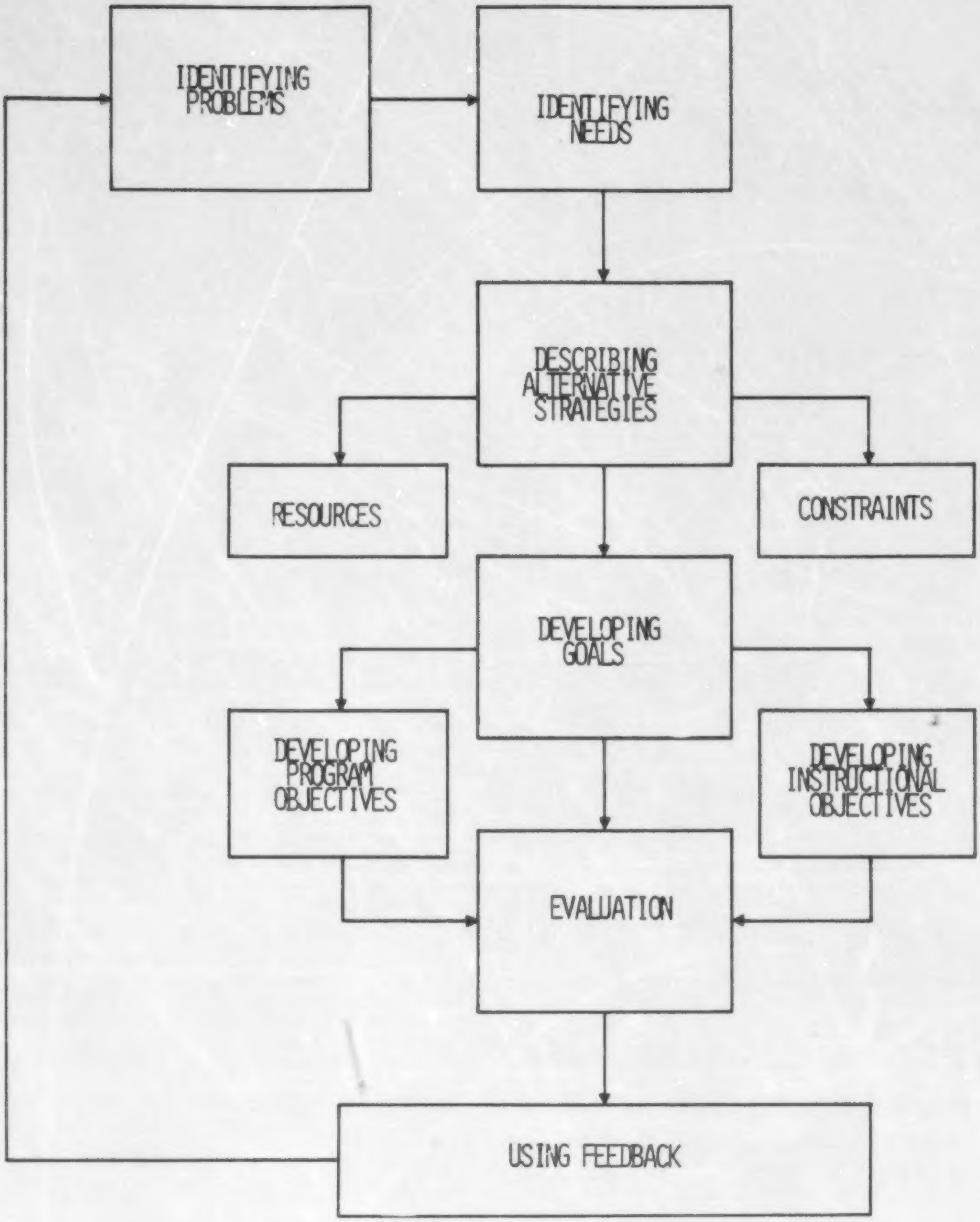
XVI. PROGRAM EVALUATION

6A-6.341(2)(1) "Plans for evaluation of program. Specify procedures for evaluating the program."

A plan for program evaluation should be determined by district personnel including the teachers, administrators and/or other qualified personnel (director of exceptional student education, supervisor of programs for the emotionally handicapped), annually and at specific intervals (i.e., monthly, six weeks, nine weeks). Each district is responsible for developing specific procedures for evaluation.

Evaluation should include both program policy and procedures evaluation and individual student evaluation. The following systematic model (American Speech and Hearing Association, 1973, p. 59) may be applied to both areas of evaluation. In addition, this model provides for systematic planning and management as well as on-going evaluation using feedback.

PROGRAM PLANNING, DEVELOPMENT, MANAGEMENT AND EVALUATION MODEL


IDENTIFYING PROBLEMS
IDENTIFYING NEEDS
DESCRIBING ALTERNATIVE STRATEGIES
RESOURCES
CONSTRAINTS
DEVELOPING GOALS
DEVELOPING PROGRAM OBJECTIVES
DEVELOPING INSTRUCTIONAL OBJECTIVES
EVALUATION
USING FEEDBACK

A. EVALUATION OF PROGRAM POLICIES AND PROCEDURES

The following list designates general areas that should be considered when evaluating program policies and procedures (American Speech and Hearing Association, 1973, pp. 62-68):

1. Program Policies and Procedures

    a. administrative structure
    b. staff responsibilities
    c. program relationships with other services
    d. intra-staff communication procedures
    e. employment practices
    f. evaluation practices
    g. relationships with outside resources and agencies
    h. delivery system for student services
    i. diagnostic practices
    j. general instructional practices

2. Student Information

    a. percent of students identified
    b. placement of students
    c. future projections of students requiring specialized services

3. Staff Information

    a. staff to student ratio in total population
    b. staff to student ratio in specific delivery system
    c. salaries of staff members
    d. staff experience and education
    e. staff activities

4. Financial Information

    a. current sources and expenditures of funds
    b. potential sources of additional income

5. Facilities

    a. existing facilities for program
    b. procedures for acquiring facilities
    c. financial aspects of facility change

6. Equipment and materials

    a. equipment available
    b. procedures for obtaining and distributing equipment and materials
    c. procedures used to evaluate materials and equipment

B. EVALUATION OF STUDENT PERFORMANCE

The evaluation of student performance should assess student change in both the academic and affective areas. The teacher will be primarily responsible for establishing interim objectives and providing an appropriate assessment.

In addition, evaluation should be an on-going process including all individuals involved with the student. Internal observations and feedback among staff members and parents provide valuable insights concerning approaches to the student, suggestions for teaching the student, ideas for the management of specific behaviors, etc. Structured evaluations among staff members may also be useful in securing greater consistency in philosophy and methods which will ultimately be expressed in a more consistent environment for each student.

The main consideration in student evaluation is, what gain(s), did the student achieve, considering his/her entry level and objectives? The following list is a suggested procedure for student evaluation:

1. The student should be assessed weekly on instructional objectives prescribed-taught during the week. The standard for acceptance should be mastery of objectives as determined by teacher observation of student performance.

2. Annual staffing reviews should be conducted for each student during which data will be presented (by ESE teacher and other staff involved in the student's instructional program) indicating the student's progress/mastery of annual goals. Instruments used to assess student growth during the annual evaluation process should be consistent with instruments used during initial assessment.

3. Periodically, (i.e., nine weeks, six weeks) each student should be administered a teacher-made inventory and/or standardized assessment instrument covering objectives taught during the period. Short-term objectives should reflect annual goals determined by the staffing committee.

4. Data should be kept on each student which will indicate date of mastery and mastery level of each objective prescribed. This data should be recorded on the student's individual educational plan.

5. When utilizing check-lists in an adapted curriculum, dates of mastery should be recorded for each objective mastered by each student.

XVII. SELECTED READINGS

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XVIII. ANNOTATED BIBLIOGRAPHY OF MATERIALS FOR AFFECTIVE DEVELOPMENT

This list of materials was developed by the Florida Learning Resource System (FLRS) for a Special Study Institute for the Emotionally Disturbed. These materials are commercially available, but are not necessarily recommended by the Florida Department of Education, Bureau of Education for Exceptional Students.

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

DEVELOPING UNDERSTANDING OF SELF AND OTHERS: DUSO KIT D-1

GRADES K-PRIMARY KIT (CASSETTES) $115.00

Dinkmeyer

"Kit of activities and materials designed to facilitate the social and emotional development of children. Program is organized around eight unit themes: Understanding and Accepting Self; Understanding Feelings: Understanding Others; Understanding Independence; Understanding Goals and Purposeful Behaviors; Understanding Mastery, Competence, and Resourcefulness; Understanding Emotional Maturity; Understanding Choices and Consequences."

DEVELOPING UNDERSTANDING OF SELF AND OTHERS: DUSO KIT D-2

GRADES PRIMARY-4 KIT (CASSETTES) $110.00

Dinkmeyer

"Kit of activities and materials designed to facilitate the social and emotional development of children. Program is organized around eight unit themes: Toward Self-Identity; Toward Friendship; Toward Responsible Interdependence; Toward Self-Reliance; Toward Resourcefulness and Purposefulness; Toward Competence; Toward Emotional Stability; Toward Responsible Choice Making."

TOWARD AFFECTIVE DEVELOPMENT

GRADES 3-6 KIT (FILMSTRIP/CASSETTE) $90.00

Dupont, Gardner, Brody

"An activity-centered program designed to stimulate psychological and affective development. Focuses on real-life experiences and developing patterns of motivation, feeling, understanding, and participation. Program is organized in five sections:

American Guidance Service, Inc. (Continued)

Reaching In and Reaching Out; Your Feelings and Mine; Working Together; Me: Today and Tomorrow; Feeling, Thinking, Doing."

Argus Communications
7440 Natchez
Niles, Illinois 60648

FEELIN'

JR/SR HIGH/ADULT GAME $8.50

Designed to explore personal feelings and variables that affect feelings as one of first steps to understanding self and improving the quality of relationships.

FEELINGS AND THOUGHTS

JR/SR HIGH FILMSTRIP/CASSETTE $ 20.00

Deals with influence of thoughts and feelings on actions, approaches to problem-solving and decision making.

FRIENDLY AND HOSTILE

JR/SR HIGH FILMSTRIP/CASSETTE $ 20.00

Understanding inner space deals with communication of moods through behavior, words, and nonverbal cues.

HELP YOURSELF

JR/SR HIGH/ADULT BOOK $ 1.95

Lembo

Outlines strategies for evaluating thoughts and feelings leading to self-awareness and heightened self-esteem.

Argus Communications (Continued)

I AM LOVABLE AND CAPABLE: A MODERN ALLEGORY ON THE CLASSICAL PUT-DOWN

ELEM/INT/JR/SR HIGH   PAMPHLET $ .40/ea.

Simon

Portrays damage by put-downs that affect self-esteem and outlook on life. Encourages sensitivity and awareness; demonstrates that personal affirmations are essential to any learning environment.

LIFELINE: BUILDING EMPATHY AND CONSIDERATION

JR/SR HIGH   KIT   ($ 54.00)

McPhail (Ed.)

"Values education program involves students in making decisions, resolving conflicts, and learning to care. Three-stage program begins with everyday, person-to-person experiences, expands to group level of interpersonal experiences, culminating in a global look at how personal decisions affect history.

MAKING SENSE OF OUR LIVES: VALUES CLARIFICATION PACKETS

INT/JR/SR HIGH   SPIRIT MASTER PACKS $ 1.00/each

Harmin

"Individual values clarification lessons dealing with life concepts."

MEETING YOURSELF HALFWAY: 31 VALUES CLARIFICATION STRATEGIES FOR DAILY LIVING

JR/SR HIGH   BOOK $ 4.95

Simon

Program of exercises in self-discovery which encourages students to identify and examine personal values and life-styles.

Argus Communications (Continued)

POSTERS WITHOUT WORDS

JR/SR HIGH   POSTERS/SPIRIT MASTERS $ 7.00

Poster-centered activitied deal with feelings, experiences, values.

ROLES AND GOALS

JR/SR HIGH   FILMSTRIP/CASSETTE $ 20.00

Interrelationships of roles and goals.

SELF ACTUALIZATION

JR/SR HIGH/ADULT   BOOK $ 2.95

Valett

Students commit attitudes and feelings to writing

WINNERS AND LOSERS

INT/JR/SR HIGH   BOOK $ 1.95

Harris

Reinforces ideals of excellence and success by examining attitudes.

Baker and Taylor--Learning Corporation of America
Audio-Visual Department
P. O. Box 230
Momence, Illinois 60954

FAMILY FEELINGS

GRADES K-3   FILMSTRIPS/CASSETTS $ 57.75

Explores joys and conflicts of family life. From "Getting Ready" Series.

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90406

THE IMPORTANCE OF YOU

PRI/ELEM FILMSTRIPS/CASSETTES $ 68.00

Provides children with experiences toward clearer understanding of selves, emotions, and the people around them.

MAKING FRIENDS

PRI/ELEM FILMSTRIPS $ 24.00

Captioned filmstrip titles include "How Do You Rate at Home?" ; "How Do You Rate at School?" ; and "How Do You Rate Your Friends?"

YOU'VE GOT A PROBLEM, SERIES I

ELEM SUPER 8/SILENT $ 99.80

Titles include "The Show-Off"; "The Theft"; "The Jealous Sister"; and "The Bullies."

YOU'VE GOT A PROBLEM, SERIES II

ELEM SUPER 8/SILENT $ 99.80

Titles include "Left-Out": "Is IT Worth It?"; "The New Student": and "Hitching."

Bowmar Publishing Company
P. O. Box 39247-A
Los Angeles, California 90039

BILL MARTIN'S FREEDOM LAB

GRADES 5-12 KIT (CASSETTES) $ 165.00

BFA Educational Media (Continued)

Martin

Addresses social and ecological crises of our times through provocative studies of man's problems. Attempts to reorient role of the textbook in releasing children to significant social science conceptualizations through human problem solving, and to help children keep faith with "the American dream."

PROJECT ME

EARLY CHILDHOOD FILMSTRIPS/CASSETS (***)

Affective programs: "How Are You Feeling Today?" ($96.00) emphasizes recognition of four basic emotions--happiness, sadness, anger, fear--from facial and body movement cues; "If You Do Something" ($128.) deals with Know How You Feel" (96.00) deals with empathy and tolerance through understanding of behavioral options and probable outcomes. Other titles available in series.

Cebco-Pflaum Publishing
8121 Hamilton Avenue
Cincinnati, Ohio 45231

SEARCH FOR MEANING

JR. HIGH SPIRIT MASTER KIT $ 44.95

The Center for Learning, Inc.

Probes teenagers' relationships with family and peers. Program is organized into three units: External Forces (People Power, Rules/Regulations, Organizations, Pressures, Rewards/Punishment); Internal Drives (Capability, Flexibility, Growth, Responsibility); and Encounter (Family, Friends, Boy-Girl Relationships). From "Dimensions of Personality" Series.

Ceboo-Pflaum Publishing (Continued)

SEARCH FOR VALUES

JR. HIGH SPIRIT MASTER KIT $44.95

The Center for Learning, Inc.

Kit of strategies and techniques for values clarification. From "Dimensions of Personality" Series.

Charles E. Merrill
1330 Alum Creek Drive
Columbis, Ohio 43216

THE SOCIAL LEARNING CURRICULUM

ELEMENTARY KIT (SPIRIT MASTERS/TRANSPARENCIES) (***)

Goldstein

Designed to equip the special student with knowledge, skills, and behaviors that will enhance his opportunity for success in his enviroment. Physical, social, and psychological elements of his enviroment are taken into account so that the child receives balance of stimuli that will develop and reinforce important social learning concepts. Kit I ($225.) includes phases 1-10; Kit II ($150.) includes phases 11-16.

The Child's World, Inc.
1556 Weatherstone Lane
Elgin, Illinois 60120

UNDERSTANDING OURSELVES AND OTHERS

PRIMARY STUDY PRINTS $ 26.85

Frost, Michelson, and Platt

Study Prints are colored illustrations in sets including "Moods and Emotions," "Children of America" (minority groups), and "Children Around the World--Games and Other Activities." The reverse of each print includes an explanation of the illustration, a story to tell about it, background materials, suggested activities and resource materials, the purpose of the print, and questions to elicit children's responses.

Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648

CONSEQUENCES CARDS

JR/SR HIGH	CARD SET	$10.00

Full color cards help students understand the effects of their own and others' actions; give students practice in predicting consequences by providing real life situations for active, involved consideration.

STORYTELLING POSTERS

----------	POSTERS	$ 4.75

Large mounted photos with no captions.

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

TEACHING VALUES THROUGH UNFINISHED STORIES

GRADES K-3	FILMSTRIPS/CASSETTE	$20.95
Carr, Willenberg		

Unfinished stories depicting six basic values: integrity, courage, responsibility, justice, reverence, love.

Educational Manpower, Inc.
P. O. Box 4272-E
Madison, Wisconsin 53717

BODY TALK

GRADES 5-6	GAME	$ 8.00

Using non-verbal communication.

Educational Manpower, Inc. (Continued)

GENERATION RAP

GRADE 6 GAME $10.00

Board game challenges players to develop constructive dialogue about real-life problems--from the viewpoints of both parents and children.

HOW DO YOU FEEL, FUNNYFACE?

GRADES K-3 FILMSTRIPS/CASSETTES $68.00

Pantomime artist uses his art to show both variety and universality of feelings. Children are encouraged to participate as mime explores different ways people react to others and to environment, and the different ways their feelings are expressed.

NEIGHBORHOOD GAME

GRADES 3-7 GAME $25.00

Participants build communities in simulation of urban-suburan growth.

THE UNGAME

GRADES 4-6 GAME $ 8.25

Communication in game-like atmosphere can help teachers gain insights into students' behavior.

Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

ABOUT ME

GRADES 4-6 WORK TEXT $ 4.95

Wells, Canfield

Self-concept program designed to help students toward realizing their full potential.

MYSELF AND ME

---------- FILMSTRIPS/CASSETTES $69.95

Carr, McGuire

Explores similarities and differences between people to isolate areas of individuality and develop positive self-images.

Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

IT'S UP TO YOU

PRIMARY FILMSTRIPS/CASSETTS $94.75

Open-ended presentations to encourage self-discovery through behavior patterns and consequences.

Follett Publishing Company
680 Forrest Road, N.E.
Atlanta, Georgia 30312

ACCENT/PERSONALITY SERIES

LEVELS 7-9 BOOKLETS (***)

Follett Publishing Company (Continued)

Enable students to understand themselves in their environment. Series is designed to teach social skills and encourage social attitudes needed in our society. Titles include "Taking Stock," "You Are Heredity and Environment," "You and They," "You and Your Needs"; student booklets are $.90 each; instructor's books cost $1.65.

Human Development Training Institute
7574 University Avenue
La Mesa, California 92041

MAGIC CIRCLE

PRE/1/2/3/4/5/6 PROGRAM TEXTS $26.65/EACH

Daily classroom curriculum with sequential objectives in the affective domain to build self-confidence, self-awareness and understanding of personal relationships. Programs available for each level indicated.

J.B. Lippincott Company
Washington Square
Philadelphia, Pennsylvania 19107

BECOMING SERIES: A COURSE IN HUMAN RELATIONS

---------- KIT (CASSETTES) $65.00/EACH

Cromwell, Ohs, Roark, Stanford

Helps participants develop interpersonal relationship skills. Module I, Relating, focuses on learning to recognize and express feelings, willingness to disclose oneself, and ability to provide descriptive feedback to others. Module II, Interaction, focuses on differing perceptions, skills in working with others, and offering help and support to others. Module III, Individuality focuses on the process of sterotyping, examination and clarification of values, and the place of sexuality in interpersonal relationships.

Scholastic
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

BECOMING YOURSELF: UNITS 1, 2, AND 3

GRADES 4-6	(FILMSTRIPS/CASSETTS)	$199.33

Programs in values. Unit 1 includes Exploring My Identity; Feeling Your Feelings; Learning Yourself 1 and 2; and Things You Don't Like. Unit 2 includes Expressing Myself, Liking Who You Are, Speaking Up, and Becoming Yourself 1 and 2. Unit 3 includes Understanding Myself and Others, Alone, Behaving in Groups, Seeing Differences, and Understanding Differences.

DISCOVERY

INT/JR.HIGH/SR.HIGH	----------	($135.00)

Career program includes values, goals, etc.

CONTACT SERIES 2

GRADES 7-12	KITS (RECORDS)	$99.50/EACH

Howard (ED.)

"Getting Together: Problems You Face" revolves around situations teenagers face every day; help students take a realistic look at their own problems in relating to peers and families.

"Imagination: The World of Inner Space" stimulates students to use their imagination and to investigate the function of imagination in creating fiction and poetry.

"Loyalties: Whose Side Are You In?" reveals how important loyalty to family, friends, ethnic groups, and country is in our lives, and illustrates choices open to everyone.

Scholastic (Continued)

"Maturity: Growing Up Strong" helps students define individual and social roles, and encourages discussion and activities that will help them recognize their own potentials.

"Values: What's Important to You?" helps students become more aware of their values and of alternative beliefs and behaviors.

KINDLE SERIES

EARLY CHILDHOOD KITS (FILMSTRIPS/CASSETTES) $92.67/EACH

Kindle I, "Who Am I?" explores the concept of self.

Kindle II, "How Do I Learn?" explores the concept of learning.

Kindle III, "Getting Along," explores the importance of relationships.

Kindle IV, "Mixing In," explores problems in relationships.

Kindle V, "I Can Tell," explores nonverbal communications.

Science Research Associates
359 East Erie Street
Chicago, Illinois 60611

FOCUS ON SELF-DEVELOPMENT SERIES

GRADES K-6 KITS (FILMSTRIPS/CASSETTES) (***)

Anderson and Others

Stage One, Awareness (K-1; $195.55) emphasizes development of awareness of self, others, and environment through self-concept, senses, socialization, sharing, and problem solving.

Stage Two, Responding (2-4); $164.15) encourages child's response to personal, social, emotional, and intellectual life.

Stage Three, Involvement (4-6: $164.15) emphasizes involvement with self, others, and the enrironment through units focusing on causes of behavior, problem solving, emotions, experiences, etc.

Scott Education Division
(Scott Graphics)
Holyoke, Massachusetts 01040

OUR FEELINGS

GRADES 4-6 FILMSTRIPS/CASSETTS $79.00

Through reaction to selected situations students develop ways of understanding and coping with feelings.

Society for Visual Education, Inc.
Singer
1345 Diversey Parkway
Chicago, Illinois 60614

LEARNING ABOUT ME

INT FILMSTRIPS/CASSETTES $102.50

Show how positive and negative perceptions, beliefs, feelings, attitudes, and values affect self-concept.

SOMEONE SPECIAL ..... ME

PRIMARY FILMSTRIPS/CASSETTES $95.00

Children identify with true stories to discover who and why they are, and become aware of their own achievements and accomplishments.

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

ABOUT ME: THE HUMAN VALUES SERIES

PRIMARY TEXTS $ 2.25/EACH

Blanchette, Arnspiger, Brill, Rucker

Titles in series include About Me, About You and Me, Sharing Values, and Thinking with Values.

Systems for Learning
621 MacArthur Drive
Orlando, Florida 32809

WISE OWL SERIES

----------	ACTIVITY CARDS	$ 4.95/SET

Titles include "I Have Feelings," "In Search of One's Self." Additional information not available

APPENDIX

Form A - Sample - Quay's and Peterson's Behavior Problem Checklist (BCP)

Form B - Sample - Devereux Behavior Rating Scales

Form C - Sample - Ottawa School Behavior Checklist (OSBL)

Form D - Sample - Walker Problem Behavior Identification Checklist (WPBIC)

Form E - Guidelines for Anecdotal Records

Form F - Referral Form for Psychological Services

Form G - Parent Permission Form for Psychological Services

Form H - Developmental and Social History Form

Form I - Eligibility and Placement Staffing Form

Form J - Parent Permission Form for Placement

Form K - Student Information Form

Form L - Educational Planning Form

Form M - Contractual Agreement Form

Form A

BEHAVIOR PROBLEM CHECKLIST (BCP)

Authors: Herbert Quay and Donald Peterson
Copies may be obtained by writing the senior author at Temple University, Philadelphia, Pennsylvania

The Behavior Problem Checklist is a three point rating scale of 55 behavior traits which occur relatively frequently in children and adolescents. The items on the checklist are easily observable and through the BCP can be satisfactorily administered by parents and teachers. The behavioral dimensions measured include conduct disorders, personality disorders, inadequacy, immaturity and subcultural delinquency.

Following is a sample of the BCP; the actual checklist contains 55 items.

Please indicate which of the following constitute problems, as far as this student is concerned. If an item does not constitute a problem encircle the zero; if an item constitutes a mild problem, encircle the one; if an item constitutes a severe problem, encircle the two. Please complete every item.

(15)	0	1	2	1.	Oddness, bizarre behavior
(16)	0	1	2	2.	Restlessness, inability to sit still
(17)	0	1	2	3.	Attention-seeking, "show-off" behavior
(26)	0	1	2	12.	Crying over minor annoyances and hurts
(27)	0	1	2	13.	Preoccupation; "in a world of his own"
(28)	0	1	2	14.	Shyness, bashfulness
(57)	0	1	2	43.	Clumsiness, awkwardness, poor muscular coordination
(58)	0	1	2	44.	Hyperactivity; "always on the go"
(59)	0	1	2	45.	Distractibility
(66)	0	1	2	52.	Nervousness, jitteriness, jumpiness; easily startled
(67)	0	1	2	53.	Irritability; hot-tempered, easily aroused to anger
(68)	0	1	2	54.	Enuresis, bed-wetting

Form B

DEVEREUX BEHAVIOR RATING SCALES

Publisher: The Devereux Foundation, Devon, Pennsylvania
There are three scales, two for use with elementary school age children and one for adolescents. Each rating scale provides a profile of overt behaviors that experienced teachers have judged as being related to classroom achievement. The rating scales may be used as (1) means of identifying and measuring those classroom behaviors that may be interfering with achievement, (2) one element in a total educational diagnosis of a child with a learning problem, (3) an ongoing school record of classroom behavior adjustment, (4) a measure of change in behavior through time as a function of any remedial program, (5) a standard form of communication from the teacher to school administrator or other professionals who might be involved with a child.

A. Devereux Child Behavior Rating Scale. Authors: G. Spivak and J. Spoots

B. Devereux Elementary School Behavior Rating Scale. Authors: G. Spivak and M. Swift

C. Devereux Adolescent Behavior Rating Scale. Authors: G. Spivak, P. E. Haimes and J. Spoots

Following is a sample from the Devereux Elementary School Behavior Rating Scale; the actual scale contains 47 items:

Rating Guide

1. Base rating on student's recent and current behavior.
2. Compare the student with normal children his age.
3. Base rating on your own experience with the student.
4. Consider each question independently.
5. Avoid interpretations of "unconscious" motives and feelings.
6. Use extreme ratings whenever warranted.
7. Rate each item quickly.
8. Rate every question.

YOU ARE GOING TO RATE THE OVERT BEHAVIOR OF A STUDENT, FOR ITEMS, 1-26 USE THE RATING SCALE BELOW. WRITE YOUR RATING (NUMBER) FOR EACH ITEM IN THE BOX TO THE LEFT OF THE ITEM NUMBER.

Very frequently	Often	Occasionally	Rarely	Never
5	4	3	2	1

COMPARED WITH THE AVERAGE CHILD IN THE NORMAL CLASSROOM, HOW OFTEN DOES THE CHILD....

Rating	Item
☐	1. Start working on something before getting the directions straight?

Rating	Item
☐	2. Say that the teacher doesn't help him enough (i.e., won't show him how to do things or answer his questions?
☐	3. Bring things to class that relate to current topic (e.g., exhibits, collections, articles etc.)?
☐	4. Tell stories or describe things in an interesting and colorful fashion (e.g., has an active imagination, etc.)?
☐	5. Speak disrespectfully to teacher (e.g., call teacher names, treat teacher as an equal, etc.)?
☐	6. Initiate classroom discussion?
☐	7. Act defiant (i.e., will not do what he is asked to do, says "I won't do it")?
☐	8. Seek out the teacher before or after class to talk about school or personal matters?
☐	9. Belittle or make derogatory remarks about the subject being taught (e.g., "spelling is stupid")?
☐	10. Get the point of what he reads or hears in class?
☐	11. Have to be reprimanded or controlled by the teacher because of his behavior in class?
☐	12. Poke, torment or tease class mates?
☐	13. Annoy to interfere with the work of his peers in class?
☐	14. Tell stories which are exaggerated and untruthful?

Form C

OTTAWA SCHOOL BEHAVIOR CHECKLIST

Authors: J. B. Pimm and G. McClure
Publisher: Pimm Consultants, Limited
85 Sparks Street
Suite 211
Ottawa 4, Ontario, Canada

The OSBLC is an instrument for the initial screening of school populations with behavior problem children. The list is composed of a series of 100 descriptions of behavior to be used with boys and girls, ages six to twelve, in grades one through six.

Following is a sample of the OSBLC, the actual scale contains 100 items.

The method of assessing each child should be as follows:

1. Check every item for every child.
2. If the behavior has occurred to your knowledge even once, check it off. Do not evaluate the importance of the items. Check each one that you have observed even once.
3. If other behavior occurs which you feel is important enough to mention, there is space for any behavior not covered by the 100 items which you may feel is more typical of the child.
4. If any of the items seem unclear in terms of the child as you know him, check off your first impression of his behavior.

	Yes	No		
1.	( )	( )	1.	Threatens staff with objects
2.	( )	( )	2.	Threatens children with objects
3.	( )	( )	3.	Steals
4.	( )	( )	4.	Gets out of seat
5.	( )	( )	5.	Bites staff
6.	( )	( )	6.	Bites children
7.	( )	( )	7.	Destroys school equipment
8.	( )	( )	8.	Destroys work
9.	( )	( )	9.	Hits staff
10.	( )	( )	10.	Hits children
11.	( )	( )	11.	Distracts other children by clowning
12.	( )	( )	12.	Brings forbidden articles to school
13.	( )	( )	13.	Steals money from home to bring to school
14.	( )	( )	14.	Pushes staff
15.	( )	( )	15.	Pushes children
16.	( )	( )	16.	Plays with toys in class
17.	( )	( )	17.	Plays with school equipment in class (erasers, books, etc.)
18.	( )	( )	18.	Defaces work
19.	( )	( )	19.	Kicks staff
20.	( )	( )	20.	Kicks children

Form D

Walker Problem Behavior Identification Checklist (WPBIC)

Author: Hill M. Walker, Ph.D.
Published: 1970 by Western Psychological Services

The Walker Problem Behavior Identification Checklist is designed for use in the elementary grades and is standardized on grades 4, 5 and 6. It is composed of 50 observable, operational statements about classroom behavior which were furnished by a representative sample of elementary school teachers.

After a minimum of two months of observing the student's behavior, the rating on the checklist may be completed. The teacher is regarded as the most qualified rater in using the WPBIC to identify children with behavior problems who are in need of special educational-psychological services. However, the rating form may be used by other educational specialists.

There are fifty statements describing the student's behavior. Each statement has a number ranging from 1 to 4, in one of the five columns to the right of the statements. Following is a sample of the WPBIC:

Please read each statement carefully and respond by circling the number to the right of the statement if you have observed that behavioral item in the student's response pattern during the last two month period. If you have not observed the behavior described in the statement during this period, do not circle any numbers (in other words, make no marks whatsoever if the statement describes behavior which is NOT present).

	SCALE				
	1	2	3	4	5
1. Complains about others' unfairness and/or discrimination towards him	3				
2. Is listless and continually tires					2
3. Does not conform to limits on his own without control from others			1		
4. Becomes hysterical, upset or angry when things do not go his way	3				
5. Comments that no one understands him				1	
6. Perfectionistic: Meticulous about having everything exactly right			2		
7. Will destroy or take apart something he has made rather than show it or ask to have it displayed				3	
8. Other children act as if he were taboo or tainted					4
9. Has difficulty concentrating for any length of time			1		
10. Is overactive, restless and/or continually shifting body positions			2		
11. Apologizes repeatedly for himself and/or his behavior					2
12. Distorts the truth by making statements contrary to fact	1				
13. Underachieving: Performs below his demonstrated ability level			1		

Form D (Cont.)

SCALE

	1	2	3	4	5
14. Disturbs other children: teasing, provoking fights, interrupting others			2		
15. Tries to avoid calling attention to himself		1			
16. Makes distrustful or suspicious remarks about actions of others toward him	2				
17. Reacts to stressful situations or changes in routine with general body aches, head or stomach aches, nausea					3
18. Argues and must have the last word in verbal exchanges	1				
19. Approaches new tasks and situations with an "I can't do it" response			1		
20. Has nervous tics: muscle-twitching, eye-blinking, nail-biting, hand-wringing					3

ANECDOTAL RECORDS

The usefulness of observation as a technique of evaluation, is improved if the observations are recorded. The anecdotal record is one method which serves this purpose. Essentially, the anecdotal record consists of a report of incidents typical of a student's behavior. If the observer systematically records such incidents, it is likely that the consistent patterns of behavior will show up. Furthermore, if anecdotal entries are made over a period of time, in a variety of situations, some fairly valid judgements can be made concerning the overall behavior of the student. The following guidelines should be helpful in recording anecdotal records:

1. Set aside a regular time for recording behaviors.
2. Record both the student's strong and weak points.
3. Observations should be accurately recorded with complete objectivity.
4. Records should be concise and specific.
5. Records should serve as a continuous and cumulative record, covering a variety of situations.
6. Teachers and others recording observations should be aware that files are open to parents, and should be able to state rationale for recorded observations.

Form F

Referral Form for Psychological Services

(All items must be completed)

School
Date referral was initiated

Student's Name
(Last) (First) (Middle)
Sex Race Birth Date Age
Grade HR Teacher
Primary Language
Father Occupation Home Phone
Mother Occupation Home Phone
Address City Zip
Person Initiating Referral Date

1. What is the observed behavior that caused you to consider referral? Please be specific and complete as possible.

2. List areas or activities in which student has shown some measure of success.

3. Parent Contact

What pertinent information relating to this referral resulted from parent contact?

Nature of Contact Contact Dates

a. Specific medical problems:

b. Pertinent medical history:

Date of most recent medical exam:
Is the student receiving any medication? Yes No
If yes, what medication?
Why?
Prescribing Physician

4. Cumulative Records

a. Medical Data (Include any pertinent medical findings reported in the student's health records) ______________________________
____

b. Sensory Functioning: (Indicate if no information is available)

Vision screening Findings: Left ________ Right ________ Both ____
Date and source of screening ____________ Glasses ______________

Hearing screening Findings: Left ________ Right ______________
Date and source of screening ____________ Hearing Aid ____________

Speech screening Findings: ______________________________
Date and source of screening ____________ In therapy ____________

c. Test Scores:

Achievement

Name of Test	Administrator	Percentile Scores				Dates

Intelligence

Name of Test	Administrator	Scaled Scores			Dates

Other

Name of Test	Administrator	Scores	Dates

d. Absences over past year ______________________________
Reason for absenses ______________________________

e. Attach anecdotal notes from cumulative folder to form (Include dates)

5. Intervention Strategies previously tried (Include dates)

a. Change in curriculum: ______________________________
____
____

b. Change in student's class schedule: ______________________________
____
____

c. Altered teaching strategies: ______________________________
____
____

d. Group or individual counseling: ____________________

e. Family assistance: ____________________

f. Intervention by outside agencies: ____________________

g. Staff/Administrative conferences: ____________________

h. Other: ____________________

6. Recommendation of the school guidance and/or case conference committee

____

7. Attach to referral form (check when completed)

____behavior rating scale and/or checklist
____behavior observations over a three week period
____behavior observations from an additional source
____samples of academic work
____selected anecdotal records from cumulative folder (include date)
____parent permission form

____________________ Principal's signature

____________________ Date

- -

To be filled out by Appropriate Services

8. Date received ____________________
Reviewed by ____________________ Date ____________
Comments: ____________________

PARENT PERMISSION FOR STUDENT SERVICES

School ______________________________
Date ______________________________

Dear

In order to aid us in planning and providing the best educational program for ______________________________, we would like the School Psychologist and/or other qualified school personnel to see your son/daughter for the purpose of educational and/or psychological evaluation. The findings of the evaluation will be used to develop a set of program recommendations for your child. There is no fee for this service as it is part of many additional services offered to students by your school system. However, the service can only be provided with parent/guardian consent.

It is very important that you be aware of and understand that you have the following rights:

1. To review all records related to the referral for evaluation.
2. To review the procedures and instruments to be used in the evaluation.
3. To refuse to permit the evaluation.
4. To be fully informed of the results of the evaluation.
5. To get an outside evaluation for your child.

Your child's educational status will not be changed without your knowledge and approval.

The following Parent Permission Form must be completed by you and returned to this office within 5 school days.

Should you have any questions, please do not hesitate to call me.

Yours truly,

____
Administrator

____
Telephone number

- -

PARENT PERMISSION FORM

I am in receipt of the notice of intent to conduct an evaluation for my child ______________________________. I understand the reason for the evaluation and my rights concerning the evaluation procedure and have checked the appropriate box below.

☐ Permission is given to conduct the evaluation

☐ Permission is denied

____
Parent's signature

____
Date

Form H

DEVELOPMENTAL AND SOCIAL HISTORY INTERVIEW FORM

(This form should be completed by social worker, visiting teacher, school psychologist or other qualified personnel)

IDENTIFYING INFORMATION

Student's Name ____________________ Date __________
Date of Birth __________ Race __________ Sex ______ Age ______
Source of Information ____________________
Home address of the student ____________________
Home telephone number ____________________
Father's Name ____________________ Living ______ Deceased ______
Approximate Age __________ Occupation ____________________
Past working experience ____________________
Last grade completed in school __________ Church Preference __________
Age at time of marriage ____________________
Mother's Name ____________________ Living ______ Deceased ______
Approximate Age __________ Occupation ____________________
Past working experience ____________________
Last grade completed in school __________ Church Preference __________
Age at time of marriage ____________________

FAMILY AND LIVING SITUATION

Does the student live with both parents? __________ If not, please explain __________

Is the student adopted? __________ If yes, at what age? __________

Who else lives in the home?

Name	Approximate Age	Relationship

What is the estimated annual income of this household unit? (If income is from Welfare, Social Security, VA, etc., please indicate) ____________________

MEDICAL INFORMATION

Name of student's physician __________ Date of last examination __________
Is the student receiving any medication? Yes __________ No __________
If yes, what medication? __________ Why? __________
Describe the student's present general health ____________________

PREGNANCY

Normal full-term? __________ Premature? __________ Overdue? __________

Did the mother experience illnesses of any kind during this pregnancy? If so, indicate the nature of the illness and at what trimester it occurred ____________________

Illness	Trimester of Pregnancy

Did the mother take any special medication or drugs during this pregnancy? If so, name them: ______________________________
____

BIRTH

Place of birth ______________________________
Was the baby born at a hospital? ______________ At home? ______________
What was the birth weight? ______________ lbs. ______________ ozs.
Were there any difficulties, complications or unusual features about the birth? ________
____
____

INFANCY

In the weeks immediately following birth, did the baby have any of the following?
(Please describe in detail)
Illnesses ______________________________
Inability to suck properly ______________________________
Seizures ______________________________
Persistent crying ______________________________
High temperature ______________________________

DEVELOPMENTAL HISTORY

Age sat up __________ Age walked ______________ Age weaned ______________
First word ____________ Age talked ______________________________
When did toilet training begin ______________ Age toilet trained ______________
Was the child slow or difficult to train? ______________________________
Did the child have any problems learning to walk, to talk? Describe ______________
____

CHILDHOOD DISEASES

Has the student had any of the following illnesses?

Poliomyelitis ______________ Age ______________ Immunization ______________
Alergies ______________ Age ______________ Immunization ______________
Measles ______________ Age ______________ Immunization ______________
Mumps ______________ Age ______________ Immunization ______________
Any Other ______________ Age ______________ Immunization ______________
Encephalitis ______________ Age ______________
Epilepsy ______________ Age ______________
Chicken Pox ______________ Age ______________

BEHAVIORAL INFORMATION

Does your child have any trouble going to sleep at night? ______________________________

Approximately how many hours a night does he/she sleep? ____________________
Are there any problems connected with eating? ____________________

Does the child manifest difficulties in hearing? ____________________
Any unusual speech problems? ____________________

How does the student get along with others of his/her own age? ____________
Brothers? ____________ Sisters? ____________

Is the student very active? ____________________

Has the student had in the past or does he/she have any of the following?

Nervousness ____________
Timidity ____________
Bed-wetting ____________
Soiling ____________
Asthma ____________
Headaches ____________
Nail biting ____________
Worries ____________
Other ____________

Thumbsucking ____________
Jealousy ____________
Nightmares ____________
Silent Periods ____________
Temper Tantrums ____________
Fainting Spells ____________
Severe accidents ____________
Day Dreams ____________

When does this behavior occur and how is it handled? ____________________

What fears does the student have, if any? ____________________
What was the cause, if known? ____________________

What circumstances commonly cause conflict between parent and student? ________

What types of discipline are most often used? ____________________
Which parent enforces the discipline? ____________________
Are there any differences in the ways mother and father handle the student? ____

EDUCATIONAL HISTORY

Attended nursery school ____________ Attended Kindergarten ____________
Age started first grade ____________
List schools attended giving grades attended at each school. If student received any type of special services (speech therapy, psychological evaluation, special education, etc., please indicate)

School	Grades Attended	Special Services

Has the student ever repeated a grade? ________ If yes, what grade? __________
How does the student get to school? ____
How does the student feel about school? _____________________________________
____
____

FAMILY AND RELATIVES

Have any of the student's relatives had any of the characteristics listed below?

Academic difficulties	____________________	Relationship	__________________
Speech	____________________	Relationship	__________________
Medical problems	____________________	Relationship	__________________
Physical Handicaps	____________________	Relationship	__________________

How do the parents see the student's problem (s) ? _________________________
____
____
____
____

What is the parents view on when and how the problem began? _________________
____
____

Do the parents feel there are any family problems that might be contributing to their child's problem? ____
____
____

How do the parents feel about the school program for their child? ___________
____
____
____

What educational and vocational expectations do the parents have of their child?
____
____
____

Additional Comments by Father ____
____
____
____

Additional Comments by Mother ____
____
____
____

HOME ENVIRONMENT

INTERVIEWER'S COMMENTS

Interviewer ______________________
Title ______________________
Date ______________________

Form I

Eligibility and Placement Staffing Form

STUDENT NAME ____________________ SCHOOL ____________________

BIRTH DATE ____________ GRADE ______ TEACHER ____________________

PARENT/GUARDIAN NAME ____________________ HOME PHONE NO. ____________________

ADDRESS ____________________ BUSINESS PHONE NO. ____________________

Date of Staffing ____________________

The following information should be thoroughly reviewed at the staffing. Please include the date the information was collected and indicate by checking in the appropriate space, information reviewed by the staffing committee.

		Date
________	referral form	____________
________	behavioral rating scale and/or checklist	____________
________	behavioral observations	____________
________	samples of academic work	____________
________	selected anecdotal records from cumulative folder	____________
________	physical examination	____________
________	speech and language assessment	____________
________	developmental and social history	____________
________	specific learning disabilities assessment	____________
	Psychological:	
________	observation	____________
________	intellectual assessment	____________
________	personality assessment	____________

Diagnostic Test	Date	Administered By	Results Held By

1. Is additional information required for determining eligibility, recommending placement or initiating the educational plan? Yes_____ No_____. If yes, specify information needed ____
____
____

2. Student has met all criteria for participation in a program for emotionally handicapped students. Yes_____ No_____.

Form I
Page 2

3. Referral, diagnostic, evaluation, educational and environmental data have been reviewed by the staffing committee which recommends that the student is eligible for placement in a ____________________

____
Type of program

4. Date student will be reevaluated ______________________________

5. Parent Notification: ______________________________
By whom and how: ______________________________

6. Recommendations:

(1) ______________________________
(2) ______________________________
(3) ______________________________
(4) ______________________________
(5) ______________________________
(6) ______________________________

STAFFING COMMITTEE:

Name	Title	Name	Title

Recommendation approved ______________________________
Recommendation not approved ______________________________
Comments

Comments: ______________________________

______________________________ Director of Exceptional Student Education

______________ Date

Form J

Date ____________________

Dear ____________________,

Your child was referred and evaluated for placement and/or services in one of the Exceptional Student Education programs. Following a review of available information, the staffing committee has determined that your child, ____________________, is eligible for a program for the emotionally handicapped at ______________________.
(Name of School)

It is very important that you be aware of and understand that you have the following rights:

1. Notification before change in educational placement.
2. Periodic review of educational placement.
3. Opportunity for an impartial hearing including the right to:
    Receive timely and specific notice of such hearing
    Review all records
    Obtain an independent evaluation
    Be represented by counsel
    Cross examine
    Bring witnesses
    Present evidence
    Receive a complete and accurate record of proceedings
    Appeal the decision
4. Access to educational records

We can serve your child in this special program once we receive your permission. Please keep one copy and return two copies of this letter to your child's school within five days.

Check one:

A. _____ I/We agree with the recommendations of the Staffing Committee and want my/our child served in the program.

B. _____ I/We do not want my/our child in the above program at this time.

____
Parent/Guardian

____
Date

Should you have any questions as to the assignment, do not hesitate to call us at ____________________.

Sincerely,

____
Administrator

Form K

STUDENT INFORMATION FORM

Student's Name________________________________ Date_______________

School____

Receiving Teacher____

Referring Teacher____

This information will be provided by the student's referring teacher for the purpose of developing an educational plan. The following information will also be helpful to the receiving teacher in implementing the instructional program. Please complete the following (be specific):

1. At what does the student succeed?______________________________

2. At what does the student fail and how important is it to him/her?____

3. What has a quieting effect on the student?_______________________

4. Of what or whom is the student afraid?__________________________

5. What does the student enjoy? What specific reinforcers work particularly well?____

6. What were the student's previous school experiences like?___________

7. How is the student accepted by a group?_________________________

8. How does the student feel about other students - who are his/her friends?______________________________

9. Does the student work independently or dependently and why?__________

10. Does the student have any outstanding physical characteristics - normal amount of energy?______________________________

11. At what grade level is the student functioning in each academic area?
Reading:______________________________
Arithmetic:______________________________

12. What reading and arithmetic books is the student using?______________

13. What are the student's learning style and modes?____________________

14. How well does the student retain what he/she learns?________________

15. What is the student's regular class schedule and routine?____________

16. What other information may be helpful in working with this student?___

If further information is needed, I may be contacted at____________________

Form L-1

EDUCATIONAL PLAN
(L-1 to be completed by staffing committee)

Student ______________________ Date ______________
School ______________________ Grade or Level ______
ESE Teacher ______________ Regular Teacher ______________
Special Program ______________________________

I. Present level of performance. Indicate academic and behavioral strengths, weaknesses and educational implications.

II. Annual Goal Statement

III. Suggestions for Behavioral Management Program

IV. Other services and resources to be provided (i.e. parent involvement, HRS, counseling, therapy)

V. Provisions for the least restrictive environment

VI. Parent Involvement in Educational Planning

Date of Program Initiation ______________________
Anticipated Program Duration ______________________

Participants	**Title**

Form L-2

EDUCATIONAL PLAN

(To be completed by ESE teacher)

Student
Teacher(s)
Date Initiated
Date Completed

Extent of Parent Participation

Behavioral/ Academic Area	Short-Term Objectives (Specify teacher(s) responsible for implementation)	Activities/Materials (Criteria and schedule)	Evaluation	
			Date/Pre-Test	Date/Post-Tes

Form L-3

SPECIAL SERVICES

(To be completed by special service)

Type of Service ______________________________

Provided by ______________________________

Title ______________________________

Schedule of Service ______________________________

Date	Activities/Service/Conf.	Strategies	Evaluation-Comments

Form L-4

EDUCATIONAL PLAN EVALUATION

Interim Evaluation of the Educational Plan (See Section VII, B, 5)

Student ______________________
ESE Teacher ______________________
Date ______________________

______ Continuation
______ Dismissal
______ Reevaluation

Comments: ______________________
____
____

Participants	Title

Principal ______________________ Date ______________

* * * * * * * * * * * * * * *

Interim Objectives Updated

Date	By Whom	Objectives Attached (yes or no)

* * * * * * * * * * * * * * *

Annual Evaluation of the Educational Plan

______ Continuation
______ Dismissal
______ Reevaluation

Comments: ______________________
____
____
____

Participants	Title

Principal ______________________ Date ______________
ESE Director ______________________ Date ______________
______ Rec'd Approved ______ Rec'd Not Approved

Reason: ______________________
____

Form M

AGREEMENT
FOR
COOPERATIVE PROGRAM BETWEEN _________ DISTRICT SCHOOLS
AND
JUVENILE DETENTION CENTER

__________________ JUVENILE DETENTION CENTER agrees to provide and maintain adequate and appropriate facilities for housing a program for ____ for the _______ school year.

__________________ district schools agree to provide the personnel and necessary instructional materials and supplies. ______________ district schools will have final authority for hiring of personnel.

__________________ district schools will have final authority for placement of exceptional children who will be instructed by their teacher.

All State statutes and regulations, and local school board policies must be adhered to.

This agreement may be executed in duplicate.

Dated this ______ day of _______, 197__.

____
Superintendent, ______ district schools

____
Chairman, _____ County School Board

____

By___________________________________

____

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The following publications contain information pertinent to programs for the emotionally handicapped. They are available to district personnel as additional resource material for program planning, development, implementation and evaluation.

1. A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students:

   Volume I-A. Exceptional Student Programs--An Overview

   Volume I-B. Florida Statutes and State Board of Education Rules--Excerpts for Programs for Exceptional Students

   Volume I-C. Federal Laws and Regulations Pertaining to the Education of Exceptional Students--P.L. 94-142, Section 504, and P.L. 89-313

   Volume I-D. Comparison of Florida Statutes and State Board of Education Rules and Federal Laws and Regulations Pertaining to the Education of Exceptional Students

2. Clearinghouse Collection Catalog, 3rd edition, January 1978

3. Florida-Developed Products Listing (in process)

4. For Parents of Exceptional Children: A Bibliography, 3rd edition, February 1978

Available upon request from:

Clearinghouse/Information Center
Florida Learning Resources System
Bureau of Education for Exceptional Students
Department of Education
Tallahassee, Florida 32304
904/488-1879